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ABSTRACT

This teacher handbook provides recommended goals and objectives and suggested measures for the competency-based secondary home economics curriculum in North Carolina. The guide is organized in two sections. The first section consists of an overview of the North Carolina Standard Course of Study and the competency-based curriculum. Information on the philosophy and rationale for the curriculum, effective teachers and schools, thinking skills, and programs for exceptional children as well as notes for users of the handbook are supplied. The second section contains the vocational education competency-based curriculum for home economics education. It provides information on the target groups, philosophy, design of the curriculum, course of study, learning outcomes, and scope and sequence. The competency goals for each subject area are listed on separate pages, related to objectives and measures for attaining each goal. The goals cover child care services, clothing and textiles, commercial foods, custom fashions and interiors, exploring home economics, foods and nutrition, home economics cooperative education, independent living, interior design and housing, parenting and child development, and teen living. Extensive appendixes provide information on the North Carolina Standard Course of Study, course requirements, testing requirements, and textbook adoptions. (KC)

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TEACHER HANDBOOK
VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION
GRADES 7 - 12

North Carolina Competency-Based Curriculum

Division of Vocational Education
Instructional Services
North Carolina Department of Public Instruction

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

Craig Phillips

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers. (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer. (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer. (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing. (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help. (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions. (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

    a. classification (2+ attributes)
    b. directs learning game
    c. creates arithmetic problem
    d. writes/types sentence
    e. asks/tells who, what, or where
    f. seriates (alphabetizes)
    g. applies previous learning to new situation
    h. reads (thought unit)
    i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

    a. verifies equation balance
    b. infers feeling or motive
    c. infers causality (tells why)
    d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

    a. elaborates on picture or story
    b. proposes plan or rule
    c. play-acts
    d. makes up story
    e. makes fantasied object (e.g., sand or clay)
    f. makes common object (e.g., sand or clay)
    g. draws/colors common object
    h. draws/colors fantasied object
    i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

    a. compares with criteria or rule
    b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

a. restates in own words or briefer terms
b. gives concrete example of an abstract idea
c. verbalizes from a graphic representation
d. translates verbalization into graphic form
e. translates figurative statement to literal statement or vice versa
f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

a. gives reason (tells why)
b. shows similarities or differences
c. summarizes or concludes from observation of evidence
d. shows cause and effect relationship
e. gives analogy, simile, metaphor
f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

a. applies previous learning to a new situation
b. applies principle to new situation
c. applies abstract knowledge in a practical situation
d. identifies, selects, and carries out process.

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

a. distinguishes fact from opinion
b. distinguishes fact from hypothesis
c. distinguishes conclusions from statements which support it
d. points out unstated assumption
e. shows interaction or relation of elements
f. points out particulars to justify conclusion
g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

   a. reorganizes ideas, materials, processes
   b. produces unique communication or divergent idea
   c. produces a plan, proposed set of operations
   d. designs an apparatus
   e. designs a structure
   f. devises scheme for classifying information
   g. formulates hypothesis, intelligent guess
   h. makes deductions from abstract symbols, propositions
   i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

   a. evaluates something from evidence
   b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals:	broad statements of general direction or purpose.
Objectives:	specific statements of what the student will know or be able to do.
Measures:	a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building
Raleigh, NC 27611

Home Economics Education

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

VOCATIONAL EDUCATION

PURPOSE AND OVERVIEW

The overall mission of vocational education in the public schools is to provide a program capable of meeting the individual needs, interests, abilities, and aspirations of each student which is realistic in light of actual or anticipated opportunities for gainful employment, advanced education, and practical life application.

Specific purposes of vocational education are to:

1. Prepare individuals for entry-level employment in recognized occupations, new occupations, and emerging occupations at various levels of competence.
2. Prepare individuals for participation in advanced or highly skilled post-secondary vocational and technical education.
3. Provide individuals with laboratory experiences and activities which assist them in the making of informed and meaningful occupational choices, and/or which serve as the foundation for skilled vocational-technical education.
4. Provide individuals with laboratory experiences and activities which assist them in: (a) making informed consumer decisions; and (b) the application of practical life skills.

Competency-based courses are offered in eight vocational program areas:

1. Prevocational Education
2. Agricultural Education
3. Business and Office Education
4. Marketing Education
5. Health Occupations Education
6. Home Economics Education
7. Industrial Arts Education
8. Trade and Industrial Education

Vocational education provides appropriate programs and/or supportive services for persons who have academic, socioeconomic, and/or other disadvantages or handicaps that prevent them from succeeding in regular programs. It serves both in-school and out-of-school youths as well as adults.* Guidance, placement, and follow-up are also integral components of this program.

Target Groups

The major target group to be served by vocational education programs are youths in grades 7-12. In planning a vocational education competency-based curriculum, the following groups are listed in priority order for determining which target populations are to be served:

1. Students desiring immediate employment upon termination of high school. This group may include those who drop out or who graduate from high school, and desire to enter directly into the labor force.
2. Students who will engage in nongainful employment. This group includes students who apply their vocationally-related skills in situations without receiving pay. Examples are homemakers and volunteers.
3. Students who will engage in post-secondary training and education at less than the baccalaureate degree level. This group includes those persons who will pursue one-year, two-year, or other training programs in business schools, apprenticeship programs, technical colleges, and technical institutes, but who will not pursue a four-year college program. It may also include students who go directly into the military from high school.
4. Students who will pursue four-year or longer-term college degrees in fields related to vocational program areas.
5. Students who pursue nonvocationally-related college programs and who wish to develop practical life skills related to vocational educational and/or to develop certain vocationally-related skills transferable to other career settings.

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*NOTE: For purposes of this publication, "youths" is defined as persons between the ages of five and eighteen. "Adults" refers to the those persons over the age of eighteen. This is in support of, and not in conflict with, adult education provided by the community college system.

Philosophy

The State Board of Education has responsibility for providing direction and leadership to vocational education. This leadership is provided through the Master Plan for Vocational Education and other federally required plans.

The Master Plan encompasses all activities and programs, provides the framework for all other plans, and incorporates the vocational education philosophy of the State Board of Education. Implied within the philosophy of the State Board of Education are the following:

1. Vocational courses should be open to students regardless of race, sex, national origin, or handicapping conditions. Appropriate programs should be made available to students who have left high school and wish to pursue a course of study.

2. Teaching transferable skills and knowledge is important in preparing students to become adaptable in a changing work environment.

3. General education and vocational education are interdependent. General education programs should provide an awareness of career opportunities in their fields and how each is applied in the world of work. Vocational instruction should provide opportunities for students to apply communication and computation skills and other general education learnings to special occupational areas.

4. Employment needs and student aspirations should determine which occupational programs to offer with employment needs taking priority.

5. High quality vocational education programs require extensive planning with policies and guidelines from the state and federal government providing direction.

6. Input from local advisory committees, employment data, student surveys, and student follow-up are all necessary in planning, implementing, and evaluating local vocational programs.

7. Each student should be furnished written documentation of specific competencies achieved through participation in a vocational education program.

8. Counselors and all vocational teachers should form linkages with business, industry, and the community to increase the relevance of school for the work place. As a result, students should have the opportunity to participate in cooperative work experiences, internships, shadowing, and apprenticeships.

9. All students in vocational education should have an opportunity to develop and extend their learnings through participation in active vocational student organizations. The program of work for each

organization should be based on instructional competencies and be an integral part of the vocational program.

10. Strong vocational guidance, counseling, job placement, and follow-up services should be available to assist students in planning for their careers and enrolling in appropriate courses.

Planning and Designing the Curriculum

Trends in our society, as well as specific factors in the economy, technology, educational system, and the labor market influence planning an appropriate vocational education program. Vocational education planners need to design programs which will accommodate:

1. The availability of resources.
2. Changes in population characteristics.
3. Labor needs in new and emerging occupations, including small business ownership.
4. Labor needs in existing occupations with greater than average anticipated growth.
5. The rapid rates of increase in employment projected for the service sector of the public and private economy.
6. A projected decrease in occupations requiring a four-year college preparation.
7. The rapid changes in consumer technology.
8. Changes in individual and family lifestyles.

When designing the curriculum for a given school or the total school system, local planning personnel will need to organize a comprehensive and appropriate sequence of vocational offerings for students enrolled in grades 7-12 based on an assessment of the (1) student needs, interests, and aspirations, and (2) labor market demands and projections.

The following figure illustrates the minimal/ideal number of vocational program areas from which offerings may be selected to accommodate the elective program for a balanced, comprehensive secondary school system.

COURSE OF STUDY

MINIMUM PROGRAM	DESIRABLE PROGRAM	HIGHLY DESIRABLE PROGRAM*
Prevocational Program	Prevocational Program	Prevocational Program
PLUS	PLUS	PLUS
Introductory/Skill Development in a Single Sequence in no less than Three Program Areas	Introductory/Skill Development in Multiple Sequences in no less than Five Program Areas	Skill Development in Multiple Sequences in Seven Program Areas
		PLUS
		Specialized Non-sequenced Courses

*In a highly desirable program, students would also be provided the opportunity to participate in independent study or independent study combined with challenge exams for credit in programs which cannot be offered as formal courses in the school system.

Priority is to be given to the vocational skill development component of the program. However, planning must ensure that through the selection and combination of specific course offerings from the eight program areas, all students in grades 7-12 are given a chance to explore the world of work, begin to appraise their own individual talents, interests, aptitudes, and obtain vocational knowledge, skills, and attitudes in preparation for advanced training activities and/or practical life situations.

Within any program area of vocational education, the scope and sequence of course offerings may vary from district to district. In some program areas, it may take three or four courses to have a basic program while other program areas may require only one or two. What is basic in vocational education in any of the eight program areas is dependent upon the unique needs of an individual school district. To determine what is basic to a particular program area contact the district vocational education coordinator and review the Vocational Education: Program of Studies, Revised.

HOME ECONOMICS EDUCATION

Program Description

The mission of the Home Economics Education at the secondary level is to provide students opportunities to gain competence in the work of the family. Program goals and instructional activities are designed to help students develop this competence. Both the home component and the job component of the home economics program serve this mission.

Gaining competence in the work of the family involves:

- consideration of the reciprocal roles of the family and the workplace in development of the individual and society;
- development of skill in selecting and using processes appropriate for various decisions and actions;
- development of skills in gathering, organizing, and using information;
- development of group participation skills; and
- reinforcement of basic skills.

The Home Economics Education program includes two components - Consumer Home Economics and Occupational Home Economics. The programs are similar in subject areas but different in purpose. Consumer Home Economics focuses on living skills while Occupational Home Economics focuses on paid employment in home economics occupations.

Consumer Home Economics prepare the student with living or life management skills. All courses relate to persons living in a family or on their own. Curriculum directions include attention to work and the family, management of resources, technology, application of academic skills and employability skills. Consumer Home Economics helps individuals improve the quality of their life and strengthen work, individual, and family relationships.

Occupational Home Economics prepares the student with jobs for one of the following home economics occupations: Child Care Services, Commercial Foods, or Custom Fashions and Interiors. These programs prepare individuals to enter paid employment and to advance in one or more jobs within a particular cluster of occupations.

Future Homemakers of America serves as the vocational student organization for Home Economics Education. There are two types of chapters. FHA (Future Homemakers of America) chapters are integrated into the Consumer Home Economics program. FHA focuses on a variety of concerns, including nutrition and fitness, teen pregnancy, strengthening family relationships and energy conservation. HERO (Home Economics Related Occupations) chapters are integrated into the Occupational Home Economics program. HERO focuses on teen operated businesses, youth employment, and career explorations. Many schools combine FHA/HERO chapters, recognizing that workers also fill roles in the home and community.

Learning Outcomes

Consumer Home Economics

Programs in Consumer and Home Economics are designed to help students:

1. Develop life management skills in the following areas:
    a. Strengthening parenting and child development skills.
    b. Improving nutrition and personal wellness.
    c. Choosing and maintaining clothing and textiles.
    d. Selecting and caring for a home and its interiors.
2. Coordinate work life, family life, and personal life.
3. Manage personal and family resources and make consumer choices.
4. Demonstrate problem solving techniques and stress management in individual, family, and work situations.
5. Maximize use of technology in the home.
6. Apply academic skills in work life, family life, and personal life.
7. Explore careers in Home Economics Occupations.
8. Develop job seeking, retention, and advancing skills.
9. Demonstrate effective leadership in home, work, and community responsibilities.

Occupational Home Economics

Programs in Occupational Home Economics are designed to help students:

1. Develop basic technical and management skills in child care services, commercial foods, or custom fashions and interiors.
2. Explore the range of employment opportunities at both entry and advanced training levels in selected home economics occupations.
3. Identify job trends and labor market needs in selected home economics occupations.
4. Identify current technological changes and advances in selected home economics occupations.
5. Understand small business ownership principles.
6. Apply academic skills in job tasks.
7. Demonstrate effective leadership in the work place, community, and at home.

Scope and Sequence of Home Economics Education

Consumer Home Economics courses are offered in both a comprehensive format and in a specialized course. The 7th and 8th grade course is exploratory in nature. The comprehensive courses include Teen Living and Independent Living. These courses help students develop concepts related to all subject areas of home economics in a progressive sequence. The specialized courses include Clothing and Textiles, Foods and Nutrition, Interior Design and Housing, and Parenting and Child Development. These courses provide in-depth instructions in one home economics subject area.

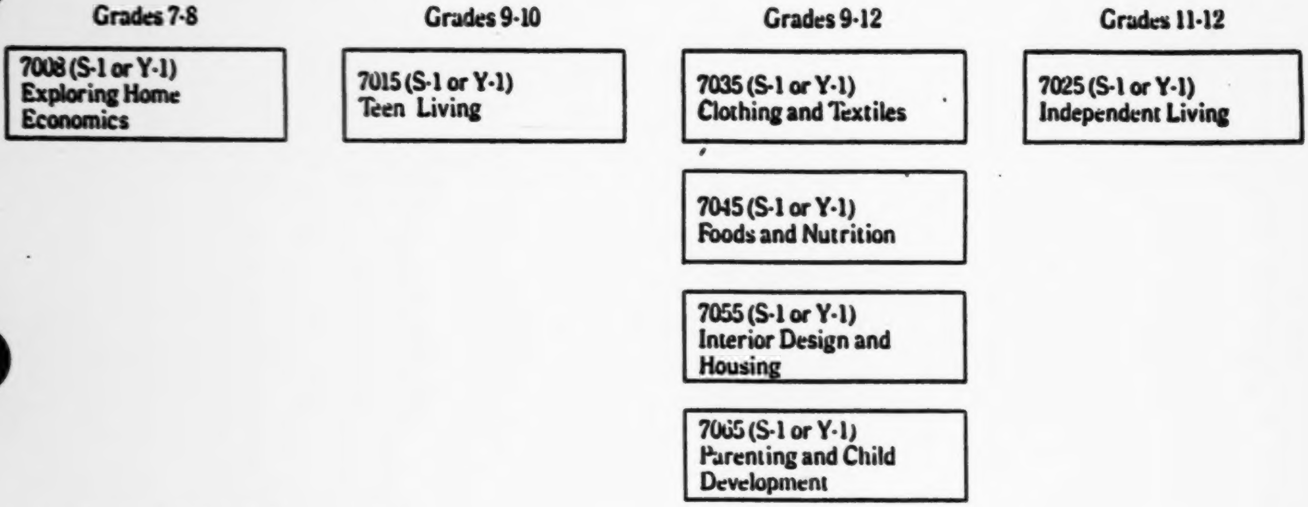
Occupational Home Economics courses are offered in a school laboratory, or in a cooperative education program. In the school based laboratory the facility and equipment simulate the work place. Students develop competencies in the classroom and have opportunities to visit and observe in area businesses. In the cooperative education course sequence, the student meets at the school for one period daily for technical instructions and for approximately two hours daily in paid employment. A training plan is jointly developed by the teacher, employer, and student outlining the competencies the student will learn on the job. In both the in-school and cooperative education programs, students receive technical instructions and practical experiences.

The determination of which sequence(s) of offerings to make available to students in a local education agency should be based upon a documented assessment of the needs and interest of students, current practices, and issues facing individuals as consumer and homemakers, employment needs, and resources of the community, program enrollment, and availability of resources - including qualified teaching staff and appropriate instructional facilities.

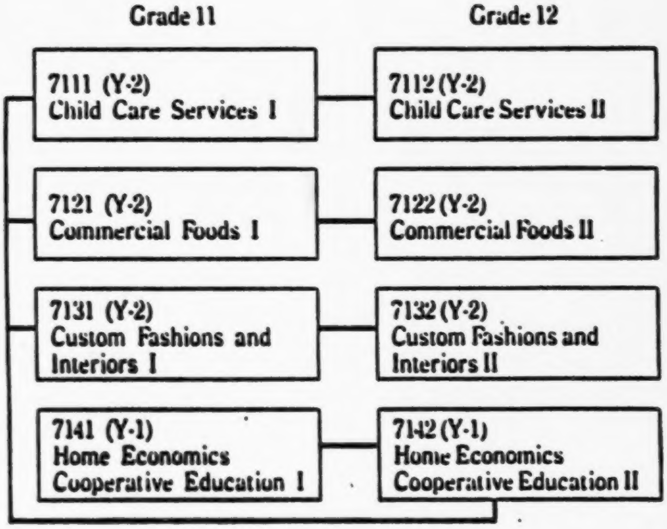
The following chart represents the scope and sequence of program offerings for Home Economics Education.

Scope and Sequence Charts for Home Economics Education

Consumer Home Economics


Grades 7-8
7008 (S-1 or Y-1)
Exploring Home Economics
Grades 9-10
7015 (S-1 or Y-1)
Teen Living
Grades 9-12
7035 (S-1 or Y-1)
Clothing and Textiles
7045 (S-1 or Y-1)
Foods and Nutrition
7055 (S-1 or Y-1)
Interior Design and Housing
7065 (S-1 or Y-1)
Parenting and Child Development
Grades 11-12
7025 (S-1 or Y-1)
Independent Living

Occupational Home Economics


Grade 11
7111 (Y-2)
Child Care Services I
7121 (Y-2)
Commercial Foods I
7131 (Y-2)
Custom Fashions and Interiors I
7141 (Y-1)
Home Economics Cooperative Education I
Grade 12
7112 (Y-2)
Child Care Services II
7122 (Y-2)
Commercial Foods II
7132 (Y-2)
Custom Fashions and Interiors II
7142 (Y-1)
Home Economics Cooperative Education II

Notes: Courses are shown at the first grade level at which they may be offered

(S-1) = 1 semester, 1 period
(Y-1) = 1 year, 1 period
(Y-2) = 1 year, 2 periods

CHILD CARE SERVICES I

I. Developmental Areas

  A. Introduction to Development
  B. Physical and Motor Development
  C. Cognitive and Language Development
  D. Social and Emotional Development

II. Guiding Children's Behavior

  A. Developing a Positive Self-Concept
  B. Developing Daily Living Skills
  C. Guidance and Discipline

III. Children's Activities

  A. Value of Play
  B. Toys and Play Equipment
  C. Art
  D. Music
  E. Children's Literature
  F. Science
  G. Math
  H. Social Studies/Career Awareness
  I. Games
  J. Transitional Activities

IV. The Healthy Child

  A. Health and First Aid
  B. Health, Safety, and Sanitation in a Center

V. Meeting the Needs of Special Age Groups

  A. Infant Care
  B. Toddler Care
  C. Preschool Age Care

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 1: The learner will observe children for accomplishment of development tasks.

Objectives	Measures
1.1 Identify terms associated with development.	Refer to the VEC-HEE-CG-7111, pp. CCI-31-B - CCI-37-B.*
1.2 Match ages of children to developmental stages.	
1.3 State principles of child development.	
1.4 Discuss the influences of early development on later development.	
1.5 List developmental tasks of children.	
1.6 Select ways to meet needs of children.	
1.7 State purposes of observing children.	
1.8 Select guidelines for observing children.	
1.9 Distinguish between hereditary and environmental influences affecting child development.	

*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 2: The learner will observe and record physical and motor development of children of various stages and ages as well as plan activities for children.

Objectives	Measures
2.1 Identify terms associated with physical and motor development.	Refer to the VEC-HEE-CG-7111, pp. CCI-113-B - CCI-120-B.*
2.2 Arrange in order stages of prenatal development.	
2.3 Select factors that influence prenatal development.	
2.4 Select physical characteristics of a healthy newborn.	
2.5. Describe procedures for newborn care.	
2.6 Select abilities of a newborn.	
2.7 State factors to consider in physical and motor development.	
2.8 Distinguish among physical and motor development of infants, toddlers, preschool and school age children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 **Skills/Subject Area:** Child Care Services I

COMPETENCY GOAL 3: The learner will carry out sensory, concept, and language development activities with children.

Objectives	Measures
3.1 Identify terms associated with cognitive and language development.	Refer to the VEC-HEE-CG-7111, pp. CCI-203-B - CCI-216-B.*
3.2 Select factors that affect cognitive development.	
3.3 State ways cognitive ability is measured.	
3.4 Discuss ways children learn through the sensory system.	
3.5 List examples of activities that stimulate sensory development.	
3.6 Discuss theories on children's thinking.	
3.7 Distinguish among cognitive development skills of infants, toddlers, preschool and school age children.	
3.8 Arrange in order the sequence of language development.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 **Skills/Subject Area:** Child Care Services I

COMPETENCY GOAL 3: The learner will carry out sensory, concept, and language development activities with children.

Objectives	Measures
3.9 Distinguish among language development of infants, toddlers, preschool and school age children.	Refer to the VEC-HEE-CG-7111, pp. CCI-203-B - CCI-216-B.*
3.10 Plan and carry out sensory, congnitive and language development activities for children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 4: The learner will observe stages of social play, record emotional development of children, and plan activities to provide children acceptable outlets for emotions.

Objectives	Measures
4.1 Identify terms associated with social and emotional development.	Refer to the VEC-HEE-CG-7111, pp. CCI-263-B - CCI-272-B.*
4.2 Select factors that affect social and emotional development.	
4.3. Identify stages of social play.	
4.4 Distinguish among emotional development skills of infants, toddlers, preschool and school age children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 **Skills/Subject Area:** Child Care Services I

COMPETENCY GOAL 5: The learner will assist children in developing positive self-concepts.

Objectives	Measures
5.1 Identify terms associated with developing a positive self-concept.	Refer to the VEC-HEE-CG-7111, pp. CCI-25-D - CCI-32-D.*
5.2 State the method of developing a self-concept.	
5.3 List factors that affect development of a self-concept.	
5.4 Distinguish between ways children show satisfaction and dissatisfaction with themselves.	
5.5 Describe ways caregivers can help children develop positive self-concepts.	
5.6 Plan and carry out activities for children to help them develop positive self-concepts.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 6: The learner will help children develop daily living skills.

Objectives	Measures
6.1 Distinguish among daily living skills of infants, toddlers, preschool and school age children.	Refer to the VEC-HEE-CG-7111, pp. CCI-67-D - CCI-73-D.*
6.2 Describe ways caregivers can help children develop daily living skills.	
6.3 Plan and carry out activities to help children develop daily living skills.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 7: The learner will guide and discipline children.

Objectives	Measures
7.1 Distinguish between common guidance and discipline approaches.	Refer to the VEC-HEE-CG-7111, pp. CCI-105-D - CCI-110-D.*
7.2 List techniques used in discipline.	
7.3 Observe caregiver's guidance and discipline techniques.	
7.4 Distinguish between acceptable and unacceptable discipline techniques.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 8: The learner will analyze play needs of children.

Objectives	Measures
8.1 Discuss types of development that play promotes.	Refer to the VEC-HEE-CG-7111, pp. CCII-23-C - CCII-31-C.*
8.2 Analyze play needs, characteristics of play, and materials for play.	
8.3 Distinguish between developmental levels of play.	
8.4 Select play activities and equipment to use for teaching concepts.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

VOCATIONAL EDUCATION
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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 9: The learner will select and evaluate toys and play equipment suitable for various age groups.

Objectives	Measures
9.1 List roles of toys and play equipment in children's play.	Refer to the VEC-HEE-CG-7111, pp. CCII-117-C - CCII-128-C.*
9.2 List characteristics of good play equipment.	
9.3 List points to consider when selecting play equipment.	
9.4 Evaluate toys and play equipment.	
9.5 Select household objects to use for toys.	
9.6 Select toys to promote a particular type of play.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

VOCATIONAL EDUCATION
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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 10: The learner will plan art activities and present them to children.

Objectives	Measures
10.1 State values of art activities.	Refer to the VEC-HEE-CG-7111, pp. CCII-165-C - CCII-175-C.*
10.2 Select guidelines for enhancing creative art activities.	
10.3 Discuss the function of the caregiver in creative art activities.	
10.4 Identify activities suitable for different age groups.	
10.5 Evaluate an art activity and an art area in a child care center.	
10.6 Plan and carry out art activities for children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 11: The learner will plan and carry out music activities for children.

Objectives	Measures
11.1 State criteria for selecting children's songs, music, and musical instruments.	Refer to the VEC-HEE-CG-7111, pp. CCII-209-C - CCII-215-C.*
11.2 Select and present music activities for children.	
11.3 Select and carry out music activities to guide behavior.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 12: The learner will plan and carry out literature activities for children.

Objectives	Measures
12.1 Discuss criteria for selecting children's books for different ages of children.	Refer to the VEC-HEE-CG-7111, pp. CCII-253-C - CCII-263-C.*
12.2 List points to consider when reading a story to children.	
12.3 List guidelines to follow when presenting poems to children.	
12.4 List criteria for locating and equipping a book area.	
12.5 Select appropriate books for children.	
12.6 Read or tell a story to children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 **Skills/Subject Area:** Child Care Services I

COMPETENCY GOAL 13: The learner will plan and carry out science activities with children.

Objectives	Measures
13.1 List guidelines for the caregiver when presenting science activities to children.	Refer to the VEC-HEE-CG-7111, pp. CCII-293-C - CCII-300-C.*
13.2 Give examples of science areas, concepts and activities to be taught.	
13.3 Plan and present science activities to children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 14: The learner will plan and present math activities to children.

Objectives	Measures
14.1 List guidelines for carrying out math activities.	Refer to the VEC-HEE-CG-7111, pp. CCII-325-C - CCII-330-C.*
14.2 List suggested items for a math center.	
14.3 Select items for teaching math concepts.	
14.4 Plan and present math activities to children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 15: The learner will describe careers to children and lead career awareness activities.

Objectives	Measures
15.1 Discuss career guidance goals in early childhood.	Refer to the VEC-HEE-CG-7111, pp. CCII-351-C - CCII-357-C.*
15.2 Give examples of daily tasks which help children develop personal, social, and work responsibilities.	
15.3 Plan activities to assist children in developing good attitudes toward the world of work.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 16: The learner will plan game activities and present them to children.

Objectives	Measures
16.1 Give examples of developmentally games appropriate for young children.	Refer to the VEC-HEE-CG-7111, pp. CCII-383-C - CCII-389-C.*
16.2 Analyze criteria for selecting games.	
16.3 Prepare and present games to children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 17: The learner will plan transitional activities and present them to children.

Objectives	Measures
17.1 List guidelines for transitional activities.	Refer to the VEC-HEE-CG-7111, pp. CCII-409-C - CCII-414-C.*
17.2 Select ways to make transition time easier.	
17.3 Plan and present transitional activities to children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 18: The learner will analyze ways to provide for the health of children, provide assistance in emergencies, and give first aid.

Objectives	Measures
18.1 List ways children's good health can be promoted.	Refer to the VEC-HEE-CG-7111, pp. CCI-61-C - CCI-77-C.*
18.2 List factors to consider in caring for a sick child.	
18.3 Describe appropriate procedures for child care emergencies.	
18.4 Practice actions to take when giving first aid.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 **Skills/Subject Area:** Child Care Services I

COMPETENCY GOAL 19: The learner will provide care for the health and safety of children and practice appropriate sanitizing procedures for a child care center.

Objectives	Measures
19.1 Describe ways good health of children can be promoted.	Refer to the VEC-HEE-CG-7111, pp. CCII-167-A - CCII-178-A.*
19.2 Describe characteristics of a safe child care center.	
19.3 Discuss when and practice ways to use handwashing procedures.	
19.4 Discuss when and practice ways to use sanitizing procedures in a child care center.	
19.5 Analyze guidelines for safety and sanitation in a child care center.	
19.6 Discuss ways to prevent accidents.	
19.7 Complete sample immunization records.	
19.8 Draw an emergency evacuation plan.	
19.9 Use a fire extinguisher and alarm system.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 20: The learner will give examples of care that meets the infant's needs.

Objectives	Measures
20.1 List the basic needs of all infants.	Refer to the VEC-HEE-CG-7111, pp. CCI-63-E - CCI-73-E.*
20.2 List responsibilities of infant caregivers.	
20.3 Discuss the importance of lifting and holding an infant carefully.	
20.4 List factors to consider when feeding an infant.	
20.5 List factors to consider when bathing an infant.	
20.6 List things to consider when selecting an infant's clothing.	
20.7 List influences that help develop good infant sleep habits.	
20.8 List ways to communicate with an infant.	

*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 20: The learner will give examples of care that meets the infant's needs.

Objectives	Measures
20.9 List things to check for if an infant fusses.	Refer to the VEC-HEE-CG-7111, pp. CCI-63-E - CCI-73-E.*
20.10 Describe actions to take for common infant illnesses.	
20.11 Give examples of activities that stimulate infant development.	
20.12 Identify licensing standards for caregivers and caregivers serving infants.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 21: The learner will give examples of care that meets the toddler's needs.

Objectives	Measures
21.1 List responsibilities of toddler's caregivers.	Refer to the VEC-HEE-CG-7111, pp. CCI-127-E - CCI-140-E.*
21.2 Describe assistance given to toddlers by caregivers in daily routines/activities.	
21.3 Discuss factors to consider in selecting toddler's clothing.	
21.4 List factors to consider in choosing and preparing food for toddlers.	
21.5 State tips to aid in toilet training.	
21.6 List responsibilities toddlers can begin to assume with supervision.	
21.7 Give examples of activities that stimulate toddlers development.	

*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 21: The learner will give examples of care that meets the toddler's needs.

Objectives	Measures
21.8 Plan a daily schedule for toddlers.	Refer to the VEC-HEE-CG-7111, pp. CCI-127-E - CCI-140-E.*
21.9 Identify licensing standards for caregivers and care centers serving toddlers.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 22: The learner will give examples of care that meets the needs of preschool age children.

Objectives	Measures
22.1 List developmental tasks of preschool age children.	Refer to the VEC-HEE-CG-7111, pp. CCI-187-E - CCI-196-E.*
22.2 Distinguish among characteristics of three, four and five year old children.	
22.3 List advantages of a good care center for preschool age children.	
22.4 Describe learning centers often found in a preschool age center.	
22.5 List considerations in planning meals and snacks for preschool age children.	
22.6 List responsibilities preschool age children can assume.	
22.7 Give examples of activities that stimulate the development of preschool age children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 22: The learner will give examples of care that meets the needs of preschool age children.

Objectives	Measures
22.8 Plan a daily schedule for preschool age children.	Refer to the VEC-HEE-CG-7111, pp. CCI-187-E - CCI-196-E.*
22.9 Identify licensing standards for caregivers and care centers serving preschool age children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 11 Skills/Subject Area: Child Care Services I

COMPETENCY GOAL 23: The learner will locate opportunities for employment and evaluate a child care occupation.

Objectives	Measures
23.1 List employment opportunities in child care occupations.	Refer to the VEC-HEE-CG-7111, pp. CCI-23-A - CCI-29-A.*
23.2 Distinguish between advantages and disadvantages of employment in child care occupations.	
23.3 Locate child care employment opportunities.	
23.4 Determine personal qualities and training or education required for employment in child care occupations.	
23.5 Evaluate a child care occupation.	
23.6 Determine competencies required to earn a Child Development Associate (CDA) credential.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

CHILD CARE SERVICES II

I. Program Planning

- A. Types of Programs
- B. Environmental Design
- C. Unit Planning and Scheduling
- D. Enrichment
- E. Fostering Creativity Through Play
- F. Parent/Teacher and Community Relations

II. Management of Center Operations

- A. Personnel and Center Policies
- B. Record Keeping
- C. Governmental Regulations
- D. Nutrition

III. School Age Child Care

IV. Special Needs Children

- A. Types and Characteristics of Special Needs
- B. Self-Concept Needs and Activities for Special Needs Children
- C. Working With Parents of Special Needs Children

V. Employment Information

- A. Career Planning
- B. Job Orientation

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 1: The learner will list reasons for establishing goals in a child care program and analyze steps in planning a business.

Objectives	Measures
1.1 List reasons for establishing goals in a child care program	Refer to the VEC-HEE-CG-7112, pp. CCII-27-B - CCII-35-B.*
1.2 Distinguish between types of child care programs.	
1.3 Distinguish between qualities of child care programs.	
1.4 Analyze steps in planning a child care business.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 2: The learner will design environmental space for a child care center.

Objectives	Measures
2.1 Analyze factors to consider in planning indoor space.	Refer to the VEC-HEE-CG-7112, pp. CCII-73-B - CCII-80-B.*
2.2 Analyze factors to consider in planning outdoor space.	
2.3 Analyze factors to consider in selecting indoor and outdoor equipment.	
2.4 Use licensing regulations to evaluate potential site for a child care center.	
2.5 Design a child care center.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 **Skills/Subject Area:** Child Care Services II

COMPETENCY GOAL 3: The learner will plan and schedule units of instruction for a child care center.

Objectives	Measures
3.1 Arrange steps in curriculum planning.	Refer to the VEC-HEE-CG-7112, pp. CCII-123-B - CCII-131-B.*
3.2 State purposes of yearly curriculum planning.	
3.3 List suggested curriculum topics.	
3.4 List ways to prepare a good schedule plan.	
3.5 Give examples of ways to balance learning activities.	
3.6 Arrange steps for developing a weekly schedule plan.	
3.7 Complete a daily/weekly plan.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 4: The learner will plan and carry out enrichment activities.

Objectives	Measures
4.1 List types of study tours for young children.	Refer to the VEC-HEE-CG-7112, pp. CCII-153-B - CCII-159-B.*
4.2 Analyze enrichment values of television, computers, and other technology.	
4.3 List facts associated with abuse of television.	
4.4 Distinguish between advantages and disadvantages of commercial materials in a child care center.	
4.5 State factors to consider in the selection of resource people.	
4.6 Plan and carry out enrichment activities for young children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 5: The learner will plan learning activities that develop creativity in children.

Objectives	Measures
5.1 State factors that promote creative play.	Refer to the VEC-HEE-CG-7112, pp. CCII-69-C - CCII-79-C.*
5.2 List materials that encourage creative play.	
5.3 Arrange steps caregivers should take to promote water play.	
5.4 List suggestions for the use of clay or play dough.	
5.5 State facts to consider when planning block play.	
5.6 Analyze factors for the caregiver to consider when using dramatic play.	
5.7 Identify guidelines for the care and storage of creative playthings.	
5.8 Select items and sources for creative play equipment.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 6: The learner will plan activities which will promote good parent/teacher and community relations.

Objectives	Measures
6.1 State purposes of parental involvement and parental education.	Refer to the VEC-HEE-CG-7112, pp. CCII-185-B - CCII-193-B.*
6.2 Give examples of methods of getting parents involved in child care activities.	
6.3 List ways to build community relations.	
6.4 Arrange steps in setting up a parent conference.	
6.5 Arrange steps in utilizing the service of volunteers.	
6.6 Distinguish between responsibilities of the child care center and responsibilities of the parents.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 7: The learner will develop employment policies and design an operation manual.

Objectives	Measures
7.1 List essential personnel policies for a child care center.	Refer to the VEC-HEE-CG-7112, pp. CCII-31-A - CCII-43-A.*
7.2 Discuss policies for child care routines.	
7.3 State daily housekeeping tasks.	
7.4 List guidelines for scheduling personnel in a child care center.	
7.5 State reasons for a center and personnel handbook.	
7.6 Give examples of topics for a personnel policy handbook.	
7.7 Give examples of topics for a center policy handbook.	
7.8 Design a personnel policy and a center policy handbook.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 8: The learner will examine records to be used in a child care center and show how to complete these records.

Objectives	Measures
8.1 Identify terms associated with record keeping.	Refer to the VEC-HEE-CG-7112, pp. CCII-97-A - CCII-102-A.*
8.2 Identify types of financial records.	
8.3 List types of personnel records used in a child care center.	
8.4 Give examples of children's records.	
8.5 List guidelines for evaluating record keeping practices.	
8.6 Complete example child care centers records.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 9: The learner will plan snacks and meals for children that contribute to meeting total daily nutrient intake requirements.

Objectives	Measures
9.1 State the goal of food service in care centers.	Refer to the VEC-HEE-CG-7112, pp. CCI-117-C - CCI-124-C.*
9.2 List factors to consider when planning meals.	
9.3 List tips for controlling food costs.	
9.4 Describe important sanitation practices to use when selecting, storing, preparing and serving food.	
9.5 List ways to encourage good food attitudes and good eating habits.	
9.6 List examples caregivers should set for children before and during mealtime.	
9.7 List factors that influence a child's attitude toward food.	
9.8 Plan meals, snacks, and nutrition education activities for children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 10: The learner will analyze governmental regulations for the licensing of a child care center.

Objectives	Measures
10.1 Examine factors to consider in obtaining a license for a child care center.	Refer to the VEC-HEE-CG-7112, pp. CCII-131-A - CCII-136-A.*
10.2 List types of zoning to consider when deciding on a location for a child care center.	
10.3 Identify laws and agencies to consider in planning a child care center.	
10.4 Distinguish between responsibilities for insurance and taxes of the employee and the employer.	
10.5 List items that should be posted in a child care center.	
10.6 Complete a sample license application form for a family day care home.	
10.7 Complete a sample license application for a child care center.	
10.8 Complete a health inspection form.	
10.9 Complete a sample fire inspection form.	

*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 11: The learner will give examples of ways to care for school age children that meets their needs.

Objectives	Measures
11.1 Match characteristics of school age children to their grade levels.	Refer to the VEC-HEE-CG-7112, pp. CCI-233-E - CCI-238-E.*
11.2 List responsibilities of caregivers of school age children.	
11.3 List activities and supplies that help the school age child with school work.	
11.4 Give examples of developmentally appropriate activities for after-school care of school age children.	
11.5 Plan outdoor and indoor activities for school age children.	
11.6 Plan a daily schedule for after-school care school age children.	
11.7 Identify licensing standards for caregivers and care centers serving school age children in after-school programs.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 12: The learner will examine the types, characteristics, and child care needs of special needs children.

Objectives	Measures
12.1 Describe charactersitics of special needs children.	Refer to the VEC-HEE-CG-7112, pp. CCII-21-D - CCII-27-D.*
12.2 List characteristics a child care worker should have when working with special needs children.	
12.3 Give example indications of potential learning problems.	
12.4 State suggestions for physical surroundings when working with special needs children.	
12.5 Identify procedures for referring and testing children.	
12.6 Make a list of organizations that can provide assistance for special needs children.	
12.7 Analyze a child care program's ability to meet the care needs of special needs children.	

*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 13: The learner will analyze ways to promote a positive self-concept and plan activities for special needs children.

Objectives	Measures
13.1 State general teaching guidelines when working with special needs children.	Refer to the VEC-HEE-CG-7112, pp. CCII-65-D - CCII-73-D.*
13.2 List ways to help special needs children develop a good self-concept.	
13.3 Give examples of suggested activities and equipment for special needs children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 14: The learner will describe procedures for working with parents of special needs children.

Objectives	Measures
14.1 Describe guidelines for working with parents of special needs children.	Refer to the VEC-HEE-CG-7112, pp. CCII-105-D - CCII-111-D.*
14.2 List reasons for involving parents of special needs children.	
14.3 List community agencies that might provide assistance to parents with special needs children.	
14.4 State actions legally requiring parental consent to determine special needs of children.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1982). Child Care: Volume 2.

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Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 15: The learner will make a child care career plan.

Objectives	Measures
15.1 List factors to consider when choosing a career.	Refer to the VEC-HEE-CG-7112, pp. CCI-59-A - CCI-69-A.*
15.2 List benefits of setting career goals.	
15.3 List personal satisfactions achieved through employment in child care occupations.	
15.4 List reasons for membership in professional child care and related organizations.	
15.5 Examine job interests.	
15.6 Make a career plan for child care occupations.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Child Care Services II

COMPETENCY GOAL 16: The learner will analyze ways to obtain a job and successfully progress on the job.

Objectives	Measures
16.1 State reasons for holding a job.	Refer to the VEC-HEE-CG-7112, pp. CCI-145-A - CCI-153-A.*
16.2 Arrange in order steps in a practical job-seeking plan.	
16.3 Distinguish between information to be obtained before and during a job interview.	
16.4 Examine the job interview process.	

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*Refer to the Oklahoma State Department of Vocational and Technical Education (1981). Child Care: Volume 1.

Clothing and Textiles
Semester 1

I. Why to Sew

  A. Personal Traits
    1. patience
    2. skills
    3. motivations
  B. Availability of Equipment/Supplies
  C. Resources
    1. time
    2. money
  D. Alternatives to Sewing

II. Getting Ready to Sew

  A. Use/Selection of Small Equipment
  B. Storing and Care of Small Equipment

III. The Sewing Machine

  A. Use of Sewing Machine
  B. Care of Sewing Machine
  C. Troubleshooting
  D. Safety Procedures

IV. Starting to Sew

  A. Pattern Selection
  B. Fabric Selection
  C. Notions
  D. Pattern Envelope and Guidesheet
  E. Choosing a Project
    1. shorts
    2. locker organizer
    3. gym bag/duffle bag
    4. exercise mat
    5. tote bag

V. How to Sew

  A. Preparation for the First Project
    1. fabric preparation
    2. pattern layout
    3. pattern markings
    4. pattern cutting
  B. Constructing the First Project
    1. pin basting and stitching plain seams
      a. staystitching
      b. pin basting plain seam

        c. stitching plain seam
        d. direction of stitching
    2. trimming, layering, clipping, notching, and pressing plain seams
    3. seam finishes
    4. evaluation of project
    5. use of project

VI. Decision Making in Clothing Construction

- A. Starting with You
    1. principles/elements of design
    2. fashion/fad/style
    3. factors influencing clothing choices
- B. Fabric Appropriateness
    1. garment
    2. occasion
    3. fabric performance
    4. fabric characteristics
- C. Pattern and Fabric
    1. skill level
    2. interest level
    3. figure type/body build
    4. body measurements

VII. Garment Construction

- A. Mastering Construction Techniques
    1. controlling fullness
    2. interfacings and facings
    3. fasteners/closures/zippers
    4. waistbands/cuffs
    5. pockets
    6. sleeves
    7. hem finishes
- B. Using Construction Skills
    1. pants
    2. shirts
    3. skirts
    4. dresses
- C. Repairs and Recycling
- D. Evaluation

Clothing and Textiles
Semester 2

I. Textiles: Clothing and Home Interiors

- A. Types of Fibers and Fabrics
    - 1. natural
    - 2. manufactured
    - 3. blends
- B. Fabric Design
    - 1. structural
    - 2. applied
- C. Fabric Finishes
    - 1. aesthetic
    - 2. functional
- D. Legislation in the Textile Industry
- E. Scientific Advances in Textiles
    - 1. new construction processes
    - 2. new fabrics and finishes
    - 3. trends
- F. Care of Fabrics/Fibers
    - 1. care methods
    - 2. techniques and care products

II. Selecting Clothing Apparel

- A. Influences in Selection
    - 1. lifestyles
    - 2. stages of life
        - a. children clothing
        - b. teen clothing
        - c. adult clothing
        - d. clothing for the elderly
        - e. clothing for the handicapped
- B. Clothing Types
    - 1. outerwear
    - 2. underwear/sleepwear
    - 3. accessories

III. Selecting Household Textiles Products

- A. Window Treatments
- B. Table Linens
- C. Home Accessories
- D. Care

IV. Constructing a Household/Clothing Textile Product

- A. Advanced Individualized Clothing Project for Self/Children/Others
  - 1. construction with special fabrics
    - a. special fabrics
    - b. plaid or striped fabrics
    - c. pile fabrics
    - d. one-way design fabrics
    - e. satin weave fabric
    - f. sheer fabrics
  - 2. fitting techniques
  - 3. alteration techniques
  - 4. pattern design techniques
  - 5. tailoring
  - 6. advanced construction techniques
- B. Household Textiles Product Project
  - 1. window treatments
  - 2. home accessories
  - 3. table linens
  - 4. sewing machine needle crafts

V. Technological Advances in the Home Sewing/Clothing and Textiles Industry

- A. Equipment
  - 1. small sewing equipment
  - 2. sewing machine
- B. Ready-Made Garment Construction
- C. Home Interior Products
- D. Fabrics Processes and Construction

VI. Job Opportunities in the Clothing and Home Interiors Industry

- A. Employment Opportunities
- B. Job-Seeking Skills
- C. Training and Preparation for Employment

VOCATIONAL EDUCATION
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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 1: The learner will examine factors which need to be considered when choosing to sew.

Objectives	Measures
1.1 Identify personal traits needed for sewing at home.	Refer to the VEC-HEE-C/TIB-7035.*
1.2 List the advantages and disadvantages of home sewing.	
1.3 Identify the costs involved in home sewing.	
1.4 Examine sewing equipment costs to determine personal needs.	
1.5 Identify the alternatives to home sewing.	
1.6 Analyze the alternatives to home sewing.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 2: The learner will demonstrate skill in selecting, using, storing, and caring for small sewing equipment.

Objectives	Measures
2.1 Identify small equipment needed for sewing.	Refer to the VEC-HEE-C/TIB-7035.*
2.2 Select the correct sewing tool for the construction procedure.	
2.3 Demonstrate the ability to use: a. Measuring equipment b. Cutting equipment c. Pinning equipment d. Marking equipment e. Pressing equipment	
2.4 Store and care for small sewing equipment correctly and safely.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 3: The learner will demonstrate the ability to use and care for the sewing machine.

Objectives	Measures
3.1 Identify the parts of the sewing machine.	Refer to the VEC-HEE-C/TIB-7035.*
3.2 Explain the function of each part of the sewing machine.	
3.3 Demonstrate sewing procedures on the sewing machine.	
3.4 Demonstrate proper care of the sewing machine.	
3.5 Troubleshoot sewing machine malfunctions.	
3.6 Identify safety procedures for using the sewing machine.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 4: The learner will demonstrate skill in selecting and coordinating a pattern, fabric, and notions.

Objectives	Measures
4.1 Demonstrate skill in determining figure type/body build and pattern size.	Refer to the VEC-HEE-C/TIB-7035.*
4.2 Demonstrate skill in taking body measurements to determine pattern size.	
4.3 Demonstrate skill in reading the pattern envelope and guidesheet.	
4.4 Select the correct pattern for the intended use.	
4.5 Select appropriate fabric for pattern.	
4.6 Select appropriate notions for pattern.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 5: The learner will demonstrate skill in pattern and fabric preparation, pattern adjustments, pattern layout, pinning, cutting, and marking.

Objectives	Measures
5.1 Demonstrate the correct method of fabric preparation.	Refer to the VEC-HEE-C/TIB-7035.*
5.2 Layout pattern pieces.	
5.3 Identify pattern markings.	
5.4 Pin pattern to fabric.	
5.5 Cut out fabric.	
5.6 Transfer pattern markings.	
5.7 Perform pattern adjustments.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 6: The learner will demonstrate skill in staystitching, pin basting, and stitching plain seams.

Objectives	Measures
6.1 Define pin basting and staystitching.	Refer to the VEC-HEE-C/TIB-7035.*
6.2 Tell the purpose and alternatives of pin basting and staystitching.	
6.3 Demonstrate correct techniques for staystitching, pin basting, and stitching plain seams.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 7: The learner will demonstrate skill in trimming, layering, clipping, notching, and pressing plain seams.

Objectives	Measures
7.1 Define trimming, layering, clipping, and notching.	Refer to the VEC-HEE-C/TIB-7035.*
7.2 Tell the purpose of trimming, layering, clipping, and notching.	
7.3 Demonstrate the correct procedure for trimming, layering, clipping, notching, and pressing plain seams.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 8: The learner will demonstrate skill in selecting and applying seam finishes.

Objectives	Measures
8.1 Identify different kinds of seam finishes.	Refer to the VEC-HEE-C/TIB-7035.*
8.2 List reasons for seam finishes on different fabrics.	
8.3 Perform different kinds of seam finishes.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 9: The learner will evaluate a sewing project and its uses.

Objectives	Measures
9.1 Examine uses of a sewing project.	Refer to the VEC-HEE-C/TIB-7035.*
9.2 Assess construction techniques.	
9.3 Identify criteria for evaluating a sewing project.	
9.4 Evaluate sewing project.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 10: The learner will examine principles and elements of design.

Objectives	Measures
10.1 List the principles and elements of design.	Refer to the VEC-HEE-C/TIB-7035.*
10.2 Describe the characteristics of the elements and principles of design.	
10.3 Explain the effects on line, color, and texture on clothing design.	
10.4 Identify some ways in which the principles of design are created in clothing design.	
10.5 Illustrate how the elements and principles of design are created in clothing design.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 11: The learner will examine factors which influence clothing choices.

Objectives	Measures
11.1 Define fashion, fad, and style.	Refer to the VEC-HEE-C/TIB-7035.*
11.2 List the factors which influence clothing choices.	
11.3 Assess the personal characteristics which influence clothing choices.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 12: The learner will examine the appropriateness of fabrics for garments and occasions.

Objectives	Measures
12.1 Match fabrics and garments for appropriateness.	Refer to the VEC-HEE-C/TIB-7035.*
12.2 Match fabrics and occasions for appropriateness.	
12.3 Examine the results of inappropriate choices of fabrics for garments and occasions.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 13: The learner will demonstrate skill in controlling fullness in a garment.

Objectives	Measures
13.1 Define easing, gathering, darts, tucks, and pleats.	Refer to the VEC-HEE-C/TIB-7035.*
13.2 Identify easing, gathering, darts, tucks, and pleats.	
13.3 Tell the uses of easing, gathering, darts, tucks, and pleats.	
13.4 Perform correct technique for gathering, easing, and making darts, tucks, and pleats.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 14: The learner will demonstrate skill in applying facings and interfacings.

Objectives	Measures
14.1 Define facing, interfacing, and understitching.	Refer to the VEC-HEE-C/TIB-7035.*
14.2 Distinguish between facing and interfacing.	
14.3 Choose appropriate interfacing material for a garment.	
14.4 Give reasons for facings, interfacings, and understitching.	
14.5 Point out places where facings and interfacings are used.	
14.6 Construct a faced and interfaced neckline or sleeve opening.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 15: The learner will demonstrate skill in attaching fasteners and putting in closures and zippers.

Objectives	Measures
15.1 Define fasteners, worked buttonholes, shank/flat buttons, buttonhole stitch, and buttonhole bar.	Refer to the VEC-HEE-C/TIB-7035.*
15.2 Identify hooks and eyes, snaps, hook and loop fasteners, and slide fasteners.	
15.3 Define zipper placket, zipper application, fly front application, separating zipper application, and invisible zipper application.	
15.4 List the advantages and disadvantages of various kinds of zippers and zipper applications.	
15.5 Demonstrate correct technique in applying fasteners, closures, and zippers.	

*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 16: The learner will demonstrate skill in making and attaching waistbands and cuffs.

Objectives	Measures
16.1 Define waistband, overlap, underlap, belt loops, and topstitching.	Refer to the VEC-HEE-C/TIB-7035.*
16.2 Explain factors in selecting a method for attaching a waistband or cuff.	
16.3 Demonstrate the correct technique for making and attaching a waistband and cuff.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 17: The learner will demonstrate skill in making pockets.

Objectives	Measures
17.1 Define patch pocket, seam pocket, slip stitch, edge stitch, miter a corner, hand baste, and machine baste.	Refer to the VEC-HEE-C/TIB-7035.*
17.2 Demonstrate how to attach a patch pocket and put in a seam pocket.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 18: The learner will demonstrate how to put in sleeves.

Objectives	Measures
18.1 Define set-in sleeves, raglan sleeve, and kimono sleeve.	Refer to the VEC-HEE-C/TIB-7035.*
18.2 Demonstrate how to correctly make and attach sleeves.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 19: The learner will demonstrate skills in marking a hem, choosing a hem finish, and hemming a garment.

Objectives	Measures
19.1 Define hem, hem finish, flat hemming, inside hemming, curved hemming, and hemming stitches.	Refer to the VEC-HEE-C/TIB-7035.*
19.2 Select the appropriate hem finish.	
19.3 Mark a hem correctly.	
19.4 Use appropriate sewing tools and equipment to hem.	
19.5 Identify different hem finishes.	
19.6 Hem a garment.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 1

COMPETENCY GOAL 20: The learner will demonstrate skills in recycling and repairing garments.

Objectives	Measures
20.1 Identify some ways to repair and recycle garments.	Refer to the VEC-HEE-C/TIB-7035.*
20.2 Analyze garments to determine if they can be successfully repaired or recycled.	
20.3 Choose appropriate garments to recycle.	
20.4 Describe some ways to make a garment more durable.	
20.5 Recycle and repair garments.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 21: The learner will demonstrate skill in evaluating garment construction.

Objectives	Measures
21.1 Identify correct construction procedures for fabric and pattern.	Refer to the VEC-HEE-C/TIB-7035.*
21.2 Identify features of quality workmanship in garment construction.	
21.3 Assess garment construction.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 22: The learner will describe different kinds of fibers and fabrics used for clothing and home interior products.

Objectives	Measures
22.1 Name the different types of fibers.	Refer to the VEC-HEE-C/TIB-7035.*
22.2 Explain the characteristics of natural and manufactured fibers.	
22.3 Describe ways yarns are made.	
22.4 Distinguish between woven, non-woven, and knitted fabrics.	
22.5 Describe the processes used to make fabrics.	
22.6 Identify different types of fabrics.	
22.7 Compare cost of different fabrics.	
22.8 Identify appropriate use of fabrics for clothing and home interior products.	

*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 2

COMPETENCY GOAL 23: The learner will describe fabric design and fabric finishes.

Objectives	Measures
23.1 Define structural and applied design.	Refer to the VEC-HEE-C/TIB-7035.*
23.2 Distinguish between structural and applied design.	
23.3 Identify different types of fabric finishes.	
23.4 Describe the effects of fabric finishes on fabrics.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 2

COMPETENCY GOAL 24: The learner will examine legislative action affecting textile industry.

Objectives	Measures
24.1 Examine reasons for different types of legislative action in the textile industry.	Refer to the VEC-HEE-C/TIB-7035.*
24.2 Identify laws affecting the textile industry.	
24.3 List voluntary and mandatory information found on clothing labels and hangtags.	
24.4 Explain the advantages of hangtags on clothing and fabric bolt information.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 2

COMPETENCY GOAL 25: The learner will examine the scientific advances in the textile industry.

Objectives	Measures
25.1 Describe scientific advances in construction processes of fibers, fabrics, clothing, and home interior products.	Refer to the VEC-HEE-C/TIB-7035.*
25.2 Identify new fabrics and finishes in the textile industry.	
25.3 Describe new trends in the textile industry.	
25.4 Examine the effects of technology on the textile industry.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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COMPETENCY GOAL 26: The learner will demonstrate skill in caring for textile products.

Objectives	Measures
26.1 Identify different care methods for textile products.	Refer to the VEC-HEE-C/TIB-7035.*
26.2 Demonstrate stain and soil removal techniques.	
26.3 Identify different products which are helpful in caring for textile products.	
26.4 Demonstrate skill in repairing textile products.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 27: The learner will examine factors involved in selecting clothing apparel.

Objectives	Measures
27.1 Compare lifestyles and clothing needs.	Refer to the VEC-HEE-C/TIB-7035.*
27.2 Compare stages of life and clothing needs.	
27.3 Compare costs of clothing for different lifestyles and stages of life.	
27.4 Identify clothing items appropriate for the elderly and handicapped.	
27.5 Examine the versatility of clothing accessories.	
27.6 Assess one's wardrobe.	
27.7 Establish criteria for choosing ready-made garments.	

*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 28: The learner will examine factors to consider when selecting household textile products.

Objectives	Measures
28.1 Compare suitability of different fabrics for table linens, home accessories, and window treatments.	Refer to the VEC-HEE-C/TIB-7035.*
28.2 Compare fabrics used in household textiles products for serviceability, care, and cost.	
28.3 Examine information found on labels of household textile products.	
28.4 Compare costs of ready-made versus home-sewn household textile products.	
28.5 Identify appropriate methods to care for table linens, home accessories, and window treatment.	

*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 2

COMPETENCY GOAL 29: The learner will demonstrate skill in advanced clothing construction techniques.

Objectives	Measures
29.1 Demonstrate correct procedure in laying out a pattern and cutting out a pattern from: a. plaid fabric b. striped fabric c. pile fabric d. one-way design fabric e. satin-weave fabric f. sheer fabric	Refer to the VEC-HEE-C/TIB-7035.*
29.2 Identify: a. fitting techniques b. alterations techniques c. pattern design techniques d. tailoring techniques e. advanced construction techniques	
29.3 Demonstrate how to: a. fit b. alter c. pattern design d. tailor e. perform advanced construction techniques	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 30: The learner will demonstrate skill in constructing window treatments, home accessories, table linens, and specialized sewing machine needle crafts.

Objectives	Measures
30.1 Name the functions of window treatments.	Refer to the VEC-HEE-C/TIB-7035.*
30.2 Measure window for fabric yardage.	
30.3 Measure for table linens.	
30.4 Estimate yardage for table linens.	
30.5 Construct a window treatment, a home accessory, and a table linen.	
30.6 Perform specialized skills using the sewing machine in the needle craft area.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 31: The learner will examine the technological advances in the home sewing and the clothing and textiles industries.

Objectives	Measures
31.1 Identify new sewing equipment and supplies.	Refer to the VEC-HEE-C/TIB-7035.*
31.2 Assess the influence of the technological advances on the individual, family, community, and business/industry.	
31.3 Demonstrate skill in using new sewing equipment and supplies.	
31.4 Evaluate advances in garment construction and home interior products.	
31.5 Describe advances in fabric processes and construction.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Clothing and Textiles
Semester 2

COMPETENCY GOAL 32: The learner will describe job opportunities in the clothing and home interiors industry.

Objectives	Measures
32.1 Describe job opportunities in the clothing and home interiors industry.	Refer to the VEC-HEE-C/TIB-7035.*
32.2 Demonstrate job seeking and planning skills.	
32.3 Describe training and job preparation requirements for jobs in the clothing and home interiors industry.	

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*Refer to the Clothing and Textiles Competency/Test-Item Bank. (VEC-HEE-C/TIB-7035). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

COMMERCIAL FOODS I

I. The Food Service Industry

   A. Types of Food Service Units
   B. Advantages and Disadvantages of Food Service Work

II. Food Service Careers

   A. Areas of Food Service
   B. Career Opportunities
   C. Experience, Training and/or Education Requirements

III. Safety

   A. Obligations of Food Service Management
   B. Causes of Accidents
   C. Unsafe Acts and Conditions
   D. Accident Prevention
   E. Accident Reports

IV. Emergency Procedures

   A. Fire Safety
   B. Weather Emergencies
   C. Medical Emergencies

V. Personnel, Equipment and Facility Sanitation

   A. Personnel Sanitation
   B. Hand Dishwashing Procedures
   C. Machine Dishwashing
   D. Storing Tableware and Utensils
   E. Sanitation Requirements
      1. stationery equipment
      2. facility
      3. tabletops, counters, other surfaces
      4. floors
      5. pest control

VI. Food Sanitation

   A. Sanitation Codes
   B. Food-Borne Illnesses
   C. Food Preparation and Service

VII. Tools and Utensils

   A. Measuring Equipment
   B. Thermometers
   C. Cutting Tools
   D. Food Handling Tools

E. Utensil Selection
   1. mixing and molding
   2. shaking and straining
   3. cooking
F. Transportation Equipment

VIII. Food Preparation Equipment

A. Use and Care of Food Preparation Equipment
   1. scales
   2. can openers
   3. food slicer
   4. food cutter
   5. vegetable peeler
   6. mixing equipment
   7. blender
   8. beverage equipment
B. Use and Care of Cooking Equipment
   1. range top
   2. griddle
   3. broiler
   4. deep fat fryer
   5. exhaust hood
   6. steaming equipment
   7. baking and roasting equipment
   8. convention oven
   9. microwave oven
   10. toasters

IX. Cold Storage, Serving and Cleaning Equipment

A. Refrigerators and Freezers
B. Hot Food Server
C. Cold FOOd Server
D. Disposal Equipment
E. Pot and Pan Sink
F. Commercial Diswasher
G. Work Stations

X. General Food Preparation Techniques

A. Recipes
B. Work Simplification
C. Food Portioning
D. Plating Foods
E. Garnishing

XI. Food Preparation Procedures

A. Beverages
B. Cold Sandwiches
C. Salads
D. Appetizers
E. Eggs and Cheese
F. Cereals and Pastas
G. Quick Breads
H. Cookies

XII. Service Skills

A. Basic Skills
B. Sidework
C. Styles
D. Table Service
E. Counter Service

XIII. Money Handling

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 1: The learner will identify competencies needed to be an effective food service employee.

Objectives	Measures
1.1 Describe the food service industry.	Refer to the VEC-HEE-CG-7121, pp. 425-426.*
1.2 Describe the types of food service units.	
1.3 Point out advantages and disadvantages of food service work.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 2: The learner will describe personal qualities which lead to job success in food management, production and services.

	Objectives	Measures
2.1	Describe the two main areas of a food service operation.	Refer to the VEC-HEE-CG-7121, pp. 427-428.*
2.2	Identify food production, management and service opportunities.	
2.3	Categorize food production, management and service career opportunities as unskilled, semiskilled, management or related opportunities.	
2.4	Describe the experience, training, and/or education needed to quality for specific food service careers.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 3: The learner will maintain high safety standards in food preparation, service and cleanup tasks.

Objectives	Measures
3.1 Summarize safety obligations of food service management.	Refer to the VEC-HEE-CG-7121, pp. 429-430.*
3.2 Identify major causes of food service accidents.	
3.3 Use procedures for preventing accidents in the food service facility.	
3.4 Identify accident reports and records.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 4: The learner will follow appropriate procedures in emergency situations.

Objectives	Measures
4.1 Describe approriate procedures to follow in case of fire.	Refer to the VEC-HEE-CG-7121, pp. 431-432.*
4.2 Classify fires according to type.	
4.3 Identify types of fire extinguishers and their uses.	
4.4 Identify procedures for various weather related emergencies.	
4.5 Classify burns according to severity.	
4.6 Identify procedures for medical emergencies.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 5: The learner will maintain acceptable sanitation standards.

Objectives	Measures
5.1 Demonstrate personal sanitation acceptable for food service employees.	Refer to the VEC-HEE-CG-7121, pp. 433-434.*
5.2 Demonstrate washing, sanitizing and drying pots, pans, and other utensils by hand.	
5.3 Demonstrate washing glassware, tableware and flatware in the dishwashing machine.	
5.4 Describe procedures for inspecting, sorting and storing clean glassware, tableware, flatware and utensils.	
5.5 Describe sanitation requirements for food service equipment.	
5.6 Cite procedures for pest control in the food service establishment.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 6: The learner will follow federal, state and local sanitation codes for food service establishments.

Objectives	Measures
6.1 Define food service sanitation.	Refer to the VEC-HEE-CG-7121, pp. 435-436.*
6.2 Cite federal, state and local sanitation codes for food service establishments.	
6.3 Describe food-borne illnesses, their causes and means of transmission.	
6.4 Summarize sanitary procedures for food preparation and service.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 7: The learner will identify, select and use tools and utensils.

Objectives	Measures
7.1 Differentiate between tools and utensils.	Refer to the VEC-HEE-CG-7121, pp. 441-442.*
7.2 Select appropriate tools for food preparation and service tasks.	
7.3 Using cutting devices safely.	
7.4 Select appropriate utensils for food preparation and service tasks.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 8: The learner will identify, select and use large and small food preparation equipment.

Objectives	Measures
8.1 Identify use and care procedures for food preparation equipment.	Refer to the VEC-HEE-CG-7121, pp. 443-445.*
8.2 Outline appropriate use and care for cooking equipment.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 9: The learner will identify, select and use food storage, serving, cleaning and disposal equipment.

Objectives	Measures
9.1 Demonstrate proper use and care of cold storage equipment.	Refer to the VEC-HEE-CG-7121, pp. 445-446.*
9.2 Demonstrate use and care of holding and serving equipment.	
9.3 Demonstrate use and care of cleaning and disposal equipment.	
9.4 Identify work stations and placement of equipment in these stations.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11　　　　Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 10: The learner will identify and use appropriate food preparation techniques.

Objectives	Measures
10.1 Identify the components of a standard recipe.	Refer to the VEC-HEE-CG-7121, pp. 449-450.*
10.2 Recognize abbreviations used in standard recipes.	
10.3 Describe standard substitutions for ingredients.	
10.4 Identify equivalents commonly used in food preparation.	
10.5 Cite common can sizes and their approximately yield.	
10.6 Define food service terminology.	
10.7 Adjust recipes to increase or decrease the yield.	
10.8 Develop speed and accuracy in recipe use.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 10: The learner will identify and use appropriate food preparation techniques.

Objectives		Measures
10.9	Identify the five categories of cooking used in food preparation.	Refer to the VEC-HEE-CG-7121, pp. 449-450.*
10.10	Demonstrate proper use of seasonings.	
10.11	Use sanitary procedures for tasting food.	
10.12	Use convenience foods when appropriate.	
10.13	Demonstrate work simplification techniques.	
10.14	Use proper procedures for portioning foods.	
10.15	Use proper procedures for plating food.	
10.16	Garnish food appropriately.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 11: The learner will prepare a variety of non-alcoholic beverages.

Objectives	Measures
11.1 Identify types and forms of beverages.	Refer to the VEC-HEE-CG-7121, pp. 451-452.*
11.2 Prepare various beverages.	
11.3 Recognize quality standards for specific beverages.	
11.4 Demonstrate serving and garnishing various beverages.	
11.5 Demonstrate procedures for holding and storing beverages.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 12: The learner will prepare cold sandwiches.

Objectives	Measures
12.1 Identify types of cold sandwiches.	Refer to the VEC-HEE-CG-7121, pp. 453-454.*
12.2 Identify ingredients for cold sandwiches.	
12.3 Prepare cold sandwiches.	
12.4 Garnish and serve cold sandwiches.	
12.5 Demonstrate holding and storing procedures for cold sandwiches.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 13: The learner will prepare salads and salad dressings.

Objectives	Measures
13.1 Identify types of salads.	Refer to the VEC-HEE-CG-7121, pp. 455-456.*
13.2 Describe menu uses of salads.	
13.3 Identify basic parts of a salad.	
13.4 Prepare and store salad ingredients.	
13.5 Identify convenience salad products.	
13.6 Prepare salads.	
13.7 Garnish and serve salads.	
13.8 Describe procedures for holding and storing salads.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 14: The learner will prepare appetizers and garnishes.

Objectives	Measures
14.1 Describe basic types of appetizers.	Refer to the VEC-HEE-CG-7121, pp. 457-458.*
14.2 Demonstrate procedures for preparing appetizers.	
14.3 Demonstrate procedures for serving appetizers.	
14.4 Demonstrate procedures for holding and storing appetizers.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 15: The learner will prepare eggs and egg dishes.

Objectives	Measures
15.1 Describe criteria for selecting eggs.	Refer to the VEC-HEE-CG-7121, pp. 463-464.*
15.2 Identify menu uses of eggs.	
15.3 Demonstrate various methods for preparing eggs.	
15.4 Demonstrate using eggs as ingredients.	
15.5 Demonstrate using eggs as garnishes.	
15.6 Identify available convenience egg products.	
15.7 Demonstrate serving and garnishing eggs.	
15.8 Demonstrate procedures for holding and storing eggs and egg dishes.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 16: The learner will prepare cheese and cheese dishes.

Objectives	Measures
16.1 Identify various kinds of cheese.	Refer to the VEC-HEE-CG-7121, pp. 463-464.*
16.2 Describe criteria for selecting cheese.	
16.3 Describe menu uses of cheese.	
16.4 Demonstrate preparing cheese and cheese dishes.	
16.5 Identify procedures for holding and storing cheese and cheese dishes.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 17: The learner will prepare cereal and pasta products.

Objectives	Measures
17.1 Identify cereals and pastas.	Refer to the VEC-HEE-CG-7121, pp. 465-466.*
17.2 Identify criteria for selecting cereals and pastas.	
17.3 Describe convenience cereal and pasta products available.	
17.4 Describe menu uses for cereals and pastas.	
17.5 Demonstrate methods for preparing cereals and pastas.	
17.6 Identify procedures for holding and storing cereal and pasta.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 18: The learner will prepare quick breads.

Objectives	Measures
18.1 Identify types of breads.	Refer to the VEC-HEE-CG-7121, pp. 469-470.*
18.2 Identify ingredients used in quick bread.	
18.3 Describe menu uses of quick breads.	
18.4 Demonstrate methods of preparing quick breads.	
18.5 Identify avaliable convenience quick bread products.	
18.6 Demonstrate serving quick breads.	
18.7 Demonstrate holding and storing quick breads.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 19: The learner will make cookies.

Objectives	Measures
19.1 Identify basic types of cookies.	Refer to the VEC-HEE-CG-7121, pp. 471-472.*
19.2 Identify convenience cookie products used in food service.	
19.3 Demonstrate preparing basic types of cookies.	
19.4 Demonstrate coloring, icing and garnishing cookies.	
19.5 Demonstrate serving cookies	
19.6 Identify methods for holding and storing cookies.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 20: The learner will welcome guests and oversee customer services.

Objectives	Measures
20.1 Identify personal skills needed by service personnel.	Refer to the VEC-HEE-CG-7121, pp. 477-478.*
20.2 Describe factors affecting customer responses.	
20.3 Identify types of customers and their characteristics.	
20.4 Describe customers who present special problems to service personnel.	
20.5 Outline ways to please customers.	
20.6 Identify common areas of conflict among food service workers and appropriate ways to resolve the conflicts.	
20.7 Describe menus used in food service.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 20: The learner will welcome guests and oversee customer services.

Objectives		Measures
20.8	Identify types of promotional materials and displays used in food service.	Refer to the VEC-HEE-CG-7121, pp. 477-478.*
20.9	Outline salesmanship techniques effective in food service.	
20.10	Summarize methods of managing serving responsibilities.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 21: The learner will perform opening, closing and sidework duties.

Objectives	Measures
21.1 Identify persons responsible for sidework duties.	Refer to the VEC-HEE-CG-7121, pp. 479-480.*
21.2 Demonstrate sidework routines typically performed before, after and during serving hours.	
21.3 Describe a work station and a service stand.	
21.4 Identify the equipment and supplies used in sidework.	
21.5 Demonstrate procedures for performing work area duties.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 22: The learner will utilize appropriate customer service procedures.

Objectives	Measures
22.1 Describe the styles of service.	Refer to the VEC-HEE-CG-7121, pp. 481-482.*
22.2 Describe examples of dining room service.	
22.3 Demonstrate correct procedures for setting tables.	
22.4 Identify types of table settings.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 23: The learner will serve meals to customers in the dining room using correct procedures.

Objectives	Measures
23.1 Demonstrate assigning guests to tables.	Refer to the VEC-HEE-CG-7121, pp. 483-484.*
23.2 Demonstrate greeting and seating guests.	
23.3 Demonstrate how to present menus to guests.	
23.4 Demonstrate procedures for writing orders.	
23.5 Describe procedures for placing orders in the kitchen.	
23.6 Cite steps in picking up, assembling and inspecting orders.	
23.7 Describe the order of service for breakfast, lunch and dinner.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services. -

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 23: The learner will serve meals to customers in the dining room using correct procedures.

Objectives	Measures
23.8 Demonstrate service food and beverages.	Refer to the VEC-HEE-CG-7121, pp. 483-484.*
23.9 Demonstrate correct removal of dishes from the table.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 24: The learner will prepare and serve food to counter and take out service customers.

Objectives	Measures
24.1 Identify the types of counter service.	Refer to the VEC-HEE-CG-7121, pp. 485-486.*
24.2 Describe procedures for taking and relaying orders.	
24.3 Summarize procedures for sanitizing the food service counter.	
24.4 Demonstrate procedures for serving counter orders.	
24.5 Describe procedures for packaging take-out orders.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Commercial Foods I

COMPETENCY GOAL 25: The learner will handle payments, operate a cash register, make change and write receipts.

Objectives	Measures
25.1 Demonstrate computing the check.	Refer to the VEC-HEE-CG-7121, pp. 489-490.*
25.2 Demonstrate presenting checks to customers.	
25.3 Identify procedures for accepting personal checks and credit cards.	
25.4 Demonstrate making change.	
25.5 Cite guidelines for handling tips.	
25.6 Describe the cashier's responsibilities for counter items.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

COMMERCIAL FOODS II

I. Management Responsibilities

- A. Personal Characteristics
- B. Organization Goals, Policies and Procedures
- C. Laws and Codes

II. Nutrition

- A. Basic Facts
  - 1. food functions
  - 2. nutrient sources and functions
  - 3. daily food guides
- B. Special Diets
  - 1. cycle menus
  - 2. meals for young children
  - 3. cafeteria menus
  - 4. requirements for the sick and aging
  - 5. therapeutic diets
- C. Service Styles
  - 1. cafeteria
  - 2. tray service

III. Advanced Food Preparation Procedures

- A. Soups and Sauces
- B. Meat, Poultry and Fish
- C. Vegetable and Fruits
- D. Yeast Breads
- E. Desserts
- F. Cakes and Icings
- G. Pastry and Pies

IV. Business Management

- A. Food and Supplies
  - 1. specifications
  - 2. requisitioning
  - 3. storage
  - 4. inventory
- B. Buyers, Receivers and Storeroom
  - 1. purchase procedures
  - 2. storeroom control
- C. Cost Control
  - 1. menus
  - 2. food
- D. Finances and Recordkeeping
  - 1. records
  - 2. financial status
  - 3. computer systems

E. Personnel and Production Management
  1. personnel management procedures
  2. labor cost control
F. Merchandising and Public Relations
  1. marketing strategies
  2. food showmanship
  3. public relations
  4. customer relations

V. Entrepreneurship

A. Skills and Knowledge Needed for Operating a Food Service Business
  1. planning a small business
  2. choosing a location
  3. getting money to start - financial backing
  4. being in charge
  5. organizing the work
  6. setting prices
  7. advertising and selling
  8. keeping financial records
  9. keeping the business successful
B. Factors Contributing to Positive Employee/Employer, Employer/Customer Relationships.
C. Services Available to Entrepreneurs

VI. Entreprenurial Food Service Opportunities

A. Buffet
B. Banquet
C. Catering

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 1: The learner will describe personal qualities which lead to job success in food management, production and services.

Objectives	Measures
1.1 Identify desirable traits needed by a successful food service manager.	Refer to the VEC-HEE-CG-7122, pp. 491-492.*
1.2 Evaluate the food service operation in terms of organizational goals, policies and procedures.	
1.3 Identify organizational goals, policies and procedures appropriate for food service operations.	
1.4 Determine methods for effective utilization of appropriate goals, policies and procedures in food service operation.	
1.5 Identify laws and statutes most related to food service operations.	
1.6 Identify ways to comply with laws and statutes pertaining to food service establishments.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 2: The learner will develop, evaluate and implemnt organizational goals, policies and procedures in the operation of food service.

Objectives	Measures
2.1 Identify organizational goals, policies and procedures appropriate for food service operations.	Refer to the VEC-HEE-CG-7122, pp. 491-492.*
2.2 Determine methods for effective utilization of appropriate goals, policies and procedures in food service operation.	
2.3 Identify laws and statutes most related to food service operations.	
2.4 Identify ways to comply with laws and statutes pertaining to food service establishments.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 3: The learner will use nutritional food information in preparation and in meeting dietary needs of persons of various ages.

Objectives	Measures
3.1 Describe the functions of food.	Refer to the VEC-HEE-CG-7122, pp. 23-27, 437-438.*
3.2 Describe the sources and functions of specific nutrients.	
3.3 Summarize food preparation techniques which conserve nutrients.	
3.4 Outline the Daily Food Guide.	
3.5 Determine factors which influence eating habits.	
3.6 Identify the nutritional needs of persons of various ages.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 4: The learner will follow diet instructions in preparing general and modified diets and diet supplements.

Objectives	Measures
4.1 Demonstrate the use of cycle menus.	Refer to the VEC-HEE-CG-7122, pp. 439-440.*
4.2 Use special dietary considerations in planning meals for young children.	
4.3 Identify requirements for school cafeteria menus.	
4.4 Summarize dietary requirements of the sick and aging.	
4.5 Define dietary terminology.	
4.6 Describe the most commonly used therapeutic diets.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12　　　　Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 5: The learner will prepare and serve foods and beverages cafeteria style.

Objectives	Measures
5.1 Identify types of cafeteria service.	Refer to the VEC-HEE-CG-7122, pp. 485-486.*
5.2 Describe procedures for preparing, sanitizing and cleaning the facility for cafeteria service.	
5.3 Describe and demonstrate food preparation tasks performed by cafeteria workers.	
5.4 Demonstrate procedures for portioning and serving foods in the cafeteria.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 6: The learner will prepare and serve foods and beverages on trays.

Objectives	Measures
6.1 Identify types of tray services.	Refer to the VEC-HEE-CG-7122, pp. 487-488.*
6.2 Outline and demonstrate procedures for assembling trays.	
6.3 Describe and demonstrate procedures for transporting, delivering and picking up trays.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 7: The learner will prepare soups, sauces and gravies.

Objectives	Measures
7.1 Prepare and use different stocks.	Refer to the VEC-HEE-CG-7122, pp. 459-460.*
7.2 Identify the types of soups and their characteristics.	
7.3 Describe menu uses of soups.	
7.4 Demonstrate preparing soups.	
7.5 Demonstrate methods for garnishing and serving soups.	
7.6 Identify basic sauces and their uses.	
7.7 Demonstrate the method for preparing basic sauces.	
7.8 Demonstrate procedures for holding and storing soups and sauces.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 8: The learner will prepare meats, seafoods and poultry.

Objectives	Measures
8.1 Define the term entree'.	Refer to the VEC-HEE-CG-7122, pp. 460-461.*
8.2 Identify types and cuts of meat, poultry and fish.	
8.3 Identify available forms for meat, poultry and fish.	
8.4 Describe how to select meat, poultry and fish.	
8.5 Describe methods for handling and storing meat, poultry and fish.	
8.6 Identify menu uses for meat, poultry and fish.	
8.7 Identify principles of cookery for meat, poultry and fish.	
8.8 Demonstrate methods for cooking meat, poultry and fish.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 8: The learner will prepare meats, seafoods and poultry.

Objectives	Measures
8.9 Identify available convenience meat, poultry and fish products.	Refer to the VEC-HEE-CG-7122, pp. 461-462.*

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 9: The learner will prepare vegetables and fruits.

Objectives	Measures
9.1 Identify ways to select fruits and vegetables.	Refer to the VEC-HEE-CG-7122, pp. 467-468.*
9.2 Describe menu uses of vegetables and fruits.	
9.3 Demonstrate preparation of vegetables and fruits.	
9.4 Demonstrate procedures for cooking vegetables and fruits.	
9.5 Demonstrate serving and garnishing vegetables and fruits.	
9.6 Identify procedures for holding and storing vegetables and fruits.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 10: The learner will prepare yeast breads.

Objectives	Measures
10.1 Identify types of breads.	Refer to the VEC-HEE-CG-7122, pp. 469-470.*
10.2 Identify ingredients used in yeast breads.	
10.3 Describe menu uses of yeast breads.	
10.4 Demonstrate methods of preparing yeast breads.	
10.5 Identify available convenience yeast bread products.	
10.6 Demonstrate serving yeast breads.	
10.7 Demonstrate holding and storing yeast breads.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 11: THe learner will prepare and serve desserts.

Objectives	Measures
11.1 Identify types of desserts served in food service establishments.	Refer to the VEC-HEE-CG-7122, pp. 471-472.*
11.2 Identify convenience desserts used in food service.	
11.3 Demonstrate preparing a variety of desserts.	
11.4 Demonstrate garnishing and serving desserts.	
11.5 Identify methods for holding and storing desserts.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 12: The learner will prepare cakes, icings, frostings and fillings.

Objectives	Measures
12.1 Recognize the types of cakes and their characteristics.	Refer to the VEC-HEE-CG-7122, pp. 473-474.*
12.2 Identify menu uses of cakes.	
12.3 Identify convenience cake products.	
12.4 Demonstrate procedures for preparing cakes.	
12.5 Describe methods for cooling and storing cakes.	
12.6 Recognize the types of icings, frostings and fillings.	
12.7 Demonstrate methods of preparation for icings, frostings and fillings.	
12.8 Demonstrate techniques for decorating cakes.	
12.9 Identify procedures for cutting and serving cakes.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 13: The learner will make pies, pastries, and meringues.

Objectives	Measures
13.1 Identify kinds of pastry products.	Refer to the VEC-HEE-CG-7122, pp. 475-476.*
13.2 Describe menu uses of pastry products.	
13.3 Identify convenience pastry products.	
13.4 Describe types of pastry dough.	
13.5 Demonstrate procedures for preparing pastry dough.	
13.6 Identify types of pastry fillings.	
13.7 Demonstrate procedures for preparing pastry fillings.	
13.8 Identify types of pastry toppings.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 13: The learner will make pies, pastries, and meringues.

Objectives		Measures
13.9	Demonstrate procedures for preparing pastry toppings.	Refer to the VEC-HEE-CG-7122, pp. 475-476.*
13.10	Describe methods of holding and storing pastry products.	
13.11	Demonstrate procedures for garnishing and serving pastry products.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL The learner will receive, inspect, and store food and supplies at optimum conditions for food preservation.

Objectives	Measures
14.1 Identify the forms and qualities of food available.	Refer to the VEC-HEE-CG-7122, pp. 447-448.*
14.2 Describe the purposes and uses of food specifications.	
14.3 Identify the types of supplies used in food service.	
14.4 Demonstrate procedures for receiving and inspecting food and supplies.	
14.5 Demonstrate storing food and supplies.	
14.6 Identify requisitioning procedures.	
14.7 Identify inventory procedures.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 15: The learner will prepare orders and purchase food and consumable supplies.

Objectives	Measures
15.1 Demonstrate effective methods for purchasing food and consumable supplies.	Refer to the VEC-HEE-CG-7122, pp. 495-496.*
15.2 Demonstrate efficient methods of conducting stockroom activities.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 16: The learner will cost menu items, set menu prices of foods and make changes in the menu when needed.

Objectives	Measures
16.1 Identify food, labor and equipment cost control procedures.	Refer to the VEC-HEE-CG-7122, pp. 493-494.*
16.2 Identify factors influencing menu preparation.	
16.3 Outline procedures followed to establish menu prices.	
16.4 Demonstrate the method used to standardize recipes.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 17: The learner will prepare and maintain financial records, correspondence and forms.

Objectives	Measures
17.1 Identify factors affecting financial stability of food service operations.	Refer to the VEC-HEE-CG-7122, pp. 497-498.*
17.2 Describe financial records needed in food service operations.	
17.3 Analyze financial records to determine the financial status of food service operations.	
17.4 Identify ways in which computers are being used in food service.	
17.5 Determine factors to consider when selecting a computer system for food service.	

*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 18: The learner will plan, coordinate and supervise food production and personnel.

Objectives	Measures
18.1 Outline procedures for hiring and training new employees.	Refer to the VEC-HEE-CG-7122, pp. 499-500.*
18.2 Describe techniques for developing and coordinating work schedules and assignments.	
18.3 Identify factors that influence the development of work schedules and assignments.	
18.4 Outline procedures for hiring or laying off employees.	
18.5 Describe methods for controlling labor costs in food service.	
18.6 Determine the benefits derived from effective methods of production and quality control in food service.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 19: The learner will apply merchandising techniques to ensure profit.

Objectives	Measures
19.1 Analyze procedures for effective marketing programs.	Refer to the VEC-HEE-CG-7122, pp. 501-502.*
19.2 Describe factors that affect the merchandising of the food service operation.	
19.3 Discuss common and profitable merchandising techniques.	
19.4 Discuss the relationship between advertising and promotional programs and public relations.	
19.5 Summarize techniques used to handle complaints and human relations problems.	
19.6 Describe opportunities for showmanship when preparing, decorating and displaying food.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 20: The learner will describe information and skills required for successful small business management.

Objectives	Measures
20.1 Describe basic information needed to plan and start a small business.	Refer to the VEC-HEE-CG-7122, pp. 491-502.*
20.2 Describe recordkeeping needs for a small business.	
20.3 Apply human relation skills needed in managing a small business.	
20.4 Interpret services available to entrepreneurs.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Commercial Foods II

COMPETENCY GOAL 21: The learner will use entrepreneural skills to establish a business for catering.

Objectives	Measures
21.1 Set up rooms for catered parties.	Refer to the VEC-HEE-CG-7122, pp. 487-488.*
21.2 Serve food at a banquet, buffet, special occasion.	
21.3 Outline procedures for banquet service.	
21.4 Identify equipment and procedures used for packing and transporting food, utensils and equipment.	
21.5 Demonstrate preparation and service techniques used in buffets, banquets and catering.	

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*Refer to the Texas Home Economics Curriculum Guide (1986). Food Production, Management and Services.

CUSTOM FASHIONS AND INTERIORS I

I. Sewing Machine in the Commercial Setting

- A. Lockstitch Machine
  - 1. use
  - 2. routine maintenance and troubleshooting
  - 3. safety precautions
- B. Blindstitch Machine
  - 1. use
  - 2. routine maintenance and troubleshooting
  - 3. safety precautions
- C. Domestic Sewing Machine
  - 1. use
  - 2. routine maintenance and troubleshooting
  - 3. safety precautions

II. Commerial Construction Processes for Home Furnishings

- A. Table Linens
  - 1. tablecloths
  - 2. table runners
  - 3. placemats
  - 4. napkins
  - 5. home accessories
- B. Window Treatments
  - 1. curtains
  - 2. draperies

III. Production in a Commercial Setting

- A. Processes in Apparel and Home Furnishings Production
- B. Assembly Line Steps and Techniques
- C. Standards for Quality Work
- D. Incentives and Pay Scales

IV. Cutting Room Operations

- A. Tools and Equipment
- B. Marker Planning
- C. Fabric Preparation
- D. Bundling Practices

V. Quality Control, Pressing, and Shipping

- A. Quality Control Practices
- B. Industrial Pressing Practices
- C. Shipping Preparations

VI. Simple Alteration Techniques

- A. Fitting
- B. Customer Relations
- C. Alterations

VII. Custom Fashions and Interiors Careers

- A. Career Success
    1. influential success factors
    2. desirable employee characteristics
    3. communication skills
    4. listening skills
    5. personal habits
- B. Job Opportunities
    1. industry opportunities
    2. self-employment opportunities
- C. Job Requirements
    1. physical qualities
    2. job related skills
    3. speed and accuracy
    4. technical knowledge
    5. legal employment aspects

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11　　Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 1: The learner will explain how to safely use and care for sewing machines in the commercial setting.

Objectives	Measures
1.1 Match terms associated with sewing machine maintenance and safety to the correct definitions.	Refer to the VEC-HEE-CG-7131, pp. NT-43-B - NT-55-B.*
1.2 Identify parts of the commercial lockstitch machine, commercial blindstitch machine, and domestic sewing machine.	
1.3 Distinguish between the characteristics of a commercial lockstitch machine, commercial blindstitch machine, and domestic sewing machine.	
1.4 Identify causes of incorrect thread tension.	
1.5 Identify safety precautions used in the needle trades industry.	
1.6 Explain how needle trade supplies and techniques differ from home sewing supplies and techniques.	

*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-1-B - NT-55-B).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 1: The learner will explain how to safely use and care for sewing machines in the commercial setting.

Objectives	Measures
1.7 Explain how to: a. Thread the machine from the beginning. b. Thread the machine using the tie-on method. c. Remove, refill, and insert bobbin. d. Adjust thread tension. e. Clean machine. f. Oil machine. g. Change machine needle.	Refer to the VEC-HEE-CG-7131, pp. NT-43-B - NT-55-B.*

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-1-B - NT-55-B).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 2: The learner will safely use the commercial lockstitch machine, the commercial blindstitch machine, and the domestic sewing machine.

Objectives	Measures
2.1 Define terms associated with needle trade construction techniques.	Refer to the VEC-HEE-CG-7131, pp. NT-135-B - NT-139-B.*
2.2 List causes of operator fatigue.	
2.3 Demonstrate the ability to: a. Operate the commercial lockstitch machine. b. Operate the commercial blindstitch machine. c. Operate the domestic sewing machine. d. Use width gauge. e. Adjust work environment to avoid operator fatigue. f. Unravel chain stitch.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-57-B - NT-139-B).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 3: The learner will construct table linens and home accessories.

Objectives	Measures
3.1 Measure for table linens.	Refer to the VEC-HEE-CG-7131, pp. CS-393 - CS-411.*
3.2 Select appropriate fabrics for table linens.	
3.3 Estimate yardage needed for table linens.	
3.4 Construct the following: a. Napkins b. Placemats c. Table runners d. Tablecloths e. Home accessories	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. CS-289 - CS-411).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 4: The learner will construct curtains and draperies using assembly line techniques.

Objectives	Measures
4.1 Match terms associated with home products to the correct definitions.	Refer to the VEC-HEE-CG-7131, pp. CS-393 - CS-411.*
4.2 Name functions of window treatments.	
4.3 Identify parts of the window and surrounding area.	
4.4 State the basic rules for determining length of curtains and draperies.	
4.5 Identify type of window hardware.	
4.6 Measure windows for curtains or draperies.	
4.7 Name common drapery width and length measurements used in construction.	
4.8 State rules for pleat placement on draperies.	
4.9 Estimate yardage needed for draperies.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. CS-289 - CS-411).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 4: The learner will construct curtains and draperies using assembly line techniques.

Objectives	Measures
4.10 Demonstrate the ability to: a. Sew drapery lengths together. b. Press and hem sheer draperies. c. Hem custom draperies. d. Table draperies (check drapery length). e. Sew buckram on draperies. f. Sew side hems on lined draperies. g. Determine and mark pleat placement. h. Sew pleats into draperies.	Refer to the VEC-HEE-CG-7131, pp. CS-393 - CS-411.*

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. CS-289 - CS-411).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 5: The learner will perform skills necessary for production in a commercial setting.

Objectives	Measures
5.1 Define production sewing terminology.	Refer to the VEC-HEE-CG-7131, pp. NT-135-B - NT-138-B.*
5.2 Describe the processes in the production of garment and non-garment articles.	
5.3 Perform basic assembly line procedures.	
5.4 Describe production control, incentives, and wage rates.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-135-B - NT-138-B).

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 6: The learner will demonstrate assembly line garment construction techniques.

Objectives	Measures
6.1 Define terms associated with cutting room operations.	Refer to the VEC-HEE-CG-7131, pp. NT-175-B - NT-182-B.*
6.2 Identify tools used in the cutting room.	
6.3 Demonstrate the ability to plan a marker, spread fabric, splice fabric, bundle a garment, and number a bundle.	
6.4 Explain how to cut fabric in the commercial setting.	
6.5 Explain the value of team work as a member of cutting room operation.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-175-B - NT-182-B).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 7: The learner will inspect and press finished sewn products and prepare products for shipping.

Objectives	Measures
7.1 Match terms associated with quality control, pressing, and shipping to the correct definitions.	Refer to the VEC-HEE-CG-7131, pp. NT-205-B - NT-207-B.*
7.2 Select from a list generally accepted practices of quality control.	
7.3 Select from a list generally accepted practices of commercial pressing.	
7.4 Describe the conditions of the pressing job.	
7.5 List basic ways to prepare products for shipping.	
7.6 Demonstrate the ability to: a. Inspect and return unsatisfactory garments. b. Operate pressing machine.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-187-B - NT-207-B).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 8: The learner will demonstrate simple alteration techniques for customers.

Objectives	Measures
8.1 Demonstrate taking measurements and making adjustment for simple alterations.	Refer to the VEC-HEE-CG-7131, pp. CS-515 - CS-519.*
8.2 Demonstrate filling out an alterations ticket for a customer.	
8.3 Perform simple alteration techniques: a. Taper a shirt. b. Shorten long shirt sleeves at cuff area. c. Shorten pants. d. Adjust back waist on pants. e. Taper a pant leg. f. Adjust waist of skirt.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-515 - CS-519).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 9: The learner will practice habits and skills which insure career success.

Objectives	Measures
9.1 Match terms associated with career success to the correct definitions.	Refer to the VEC-HEE-CG-7131, pp. NT-105-A - NT-112-A.*
9.2 Name two basic factors which influence career success.	
9.3 Match desirable employee characteristics for the needle trades industry to the correct definitions.	
9.4 Discuss ways to increase self-satisfaction in a career.	
9.5 Match barriers to good communication to the correct definitions/descriptions.	
9.6 Discuss ways to improve listening skills.	
9.7 Evaluate personal health/grooming habits associated with career success.	

*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-61-A - NT-112-A).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors I

COMPETENCY GOAL 10: The learner will identify custom fashions and interiors career opportunities.

Objectives	Measures
10.1 Describe job opportunities in the custom fashion and interiors industry.	Refer to the VEC-HEE-CG-7131, pp. NT-55-A - NT-57-A.*
10.2 Describe opportunities for becoming self-employed.	
10.3 List job requirements for jobs in custom fashions and interiors occupations.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1978). Needle Trades. (pp. NT-55-A - NT-57-A).

CUSTOM FASIONS AND INTERIORS II

I. Body Measurements and Flat Pattern Alterations

- A. Measurement Techniques
- B. Commercial Pattern Measurements
- C. Wearing Ease
- D. Fitting Problems, Causes, and Solutions
- E. Pattern Alteration
    - 1. parallel adjustment method
    - 2. slash method
    - 3. seam adjustment method

II. Apparel Construction

- A. Seams
- B. Darts
- C. Necklines, Collars, and Sleeves
- D. Waistlines, Waist Bands, and Belts
- E. Pockets
- F. Hems and Edge Finishes
- G. Closures
    - 1. zippers
    - 2. buttonholes
    - 3. fasteners

III. Advanced Alteration of Ready-Made Clothing

- A. Alteration Problems
- B. Alteration Rules

IV. Fabric and Textile Industry

- A. Fabric Characteristics
    - 1. natural fibers
    - 2. synthetic fibers
- B. Dye Procedures
- C. Fabric Construction Methods
- D. Textile Labels

V. Home Furnishings Construction

- A. Pillows
- B. Bedspreads
- C. Custom Window Treatments
    - 1. cornices
    - 2. jabots
    - 3. swags
    - 4. valances
    - 5. ruffled curtains

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VI. Securing a Job

- A. Job-Seeking Plan
- B. Employment Opportunities
- C. Job-Training Sources
- D. Employment Tests
- E. Resume Preparation
- F. Employment Applications
- G. Interview Techniques
- H. Job Choice

VII. Entrepreneurship

- A. Planning a Small Business
- B. Customer Relations
- C. Equipment and Supply Acquisition
- D. Sewing Work Area Planning
- E. Financial Records and Money Handling

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 1: The learner will measure a customer and alter a pattern to fit.

Objectives	Measures
1.1 Match terms associated with measuring and alteration to the correct definitions.	Refer to the VEC-HEE-CG-7132, pp. CS-143 - CS-156.*
1.2 Select from a list guidelines for measuring a customer.	
1.3 Select from a list guidelines for selecting correct pattern size.	
1.4 Identify measurement areas used to custom fit commercial patterns.	
1.5 Discuss factors that determine amount of wearing ease used in a garment.	
1.6 Complete a chart on common problems, causes, and solutions of garments requiring alteration.	
1.7 Distinguish between the pros and cons of working with a basic or master pattern.	
1.8 Discuss how a basic or master pattern is used.	

*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-63 - CS-156).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 1: The learner will measure a customer and alter a pattern to fit.

Objectives	Measures
1.9 Select from a list guidelines used when adjusting a pattern.	Refer to the VEC-HEE-CG-7132, pp. CS-143 - CS-156.*
1.10 Demonstrate the ability to: a. Measure a customer. b. Adjust pattern by parallel adjustment procedure. c. Adjust pattern by slash pattern method. d. Adjust pattern by seam adjustment method.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-63 - CS-156).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 2: The learner will construct a garment for a customer.

Objectives	Measures
2.1 Match terms associated with construction techniques to the correct definitions.	Refer to the VEC-HEE-CG-7132, pp. CS-279 - CS-288.*
2.2 Identify industrial time and motion saving techniques that may be incorporated into constructing a garment.	
2.3 List guidelines to use when selecting interfacing.	
2.4 Identify characteristics of properly constructed sleeves.	
2.5 Identify characteristics of a well-made collar.	
2.6 Select from a list practices that assure professional-looking results.	
2.7 Discuss unit construction process.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-157 - CS-288).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 2: The learner will construct a garment for a customer.

Objectives	Measures
2.8 Demonstrate the ability to: a. Make pattern markings. b. Cut interfacing. c. Make pockets. d. Apply interfacing. e. Tape garment. f. Grade, trim, clip, and notch seam allowance. g. Understitch garment. h. Attach shirt collar. i. Topstitch. j. Construct sleeves. k. Determine size and placement of buttonhole. l. Make buttonholes. m. Sew button on by machine. n. Sew zipper into garment.	Refer to the VEC-HEE-CG-7132, pp. CS-279 - CS-288.*

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-157 - CS-288).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 3: The learner will demonstrate advanced alterations techniques.

Objectives	Measures
3.1 Demonstrate organizing work load in an alteration operation.	Refer to the VEC-HEE-CG-7132, pp. CS-515 - CS-522.*
3.2 Demonstrate the ability to: a. Lengthen hem using facing. b. Shorten crotch of pants. c. Adjust width of vest. d. Adjust width of lined jacket. e. Adjust jacket sleeve length. f. Lower collar on jacket. g. Raise back on jacket. h. Shorten collar on jacket.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-413 - CS-522).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 4: The learner will classify fabric and textiles according to their function.

Objectives	Measures
4.1 Name desirable charactersitics of fabrics for specific apparel and home furnishings.	Refer to the VEC-HEE-CG-7132, pp. CS-49 - CS-61.*
4.2 Name major textile and fabric manufacturers in North Carolina.	
4.3 Identify basic methods of fabric construction.	
4.4 Match types of dye procedures to their correct descriptions.	
4.5 Classify basic natural fibers according to their characteristics.	
4.6 Classify basic synthetic fibers according to their charactersitics.	
4.7 Complete a chart on characteristics and uses of thread.	
4.8 Use textile labels to make fabric comparisons.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-1 - CS-61).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 5: The learner will construct pillows using assembly line sewing techniques and procedures.

Objectives	Measures
5.1 Identify the types of pillows.	Refer to the VEC-HEE-CG-7132, pp. CS-393 - CS-411.*
5.2 Select appropriate fabrics and materials for pillows.	
5.3 Measure and figure yardage needed for pillows.	
5.4 Construct a knife-edge pillow.	
5.5 Construct a tufted pillow.	
5.6 Construct a box-edge pillow.	
5.7 Construct a bolster.	
5.8 Construct a pillow sham.	
5.9 Construct a corded pillow.	

*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-289 - CS-411).

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 6: The learner will construct bedspread using assembly line techniques and procedures.

Objectives	Measures
6.1 Identify the types of bedspreads.	Refer to the VEC-HEE-CG-7132, pp. CS-393 - CS-411.*
6.2 Select appropriate fabrics and materials for bedspreads.	
6.3 Measure and figure yardage for bedspreads.	
6.4 Construct a throw bedspread.	
6.5 Construct a tailored bedspread.	
6.6 Construct a coverlet and dust ruffle.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-289 - CS-411).

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 7: The learner will construct custom window treatments.

Objectives	Measures
7.1 Identify the types of custom window treatments.	Refer to the VEC-HEE-CG-7132, pp. CS-393 - CS-405.*
7.2 Select appropriate fabrics and materials for custom window treatments.	
7.3 Measure and figure yardage for custom window treatments.	
7.4 Construct a cornice.	
7.5 Construct jabots.	
7.6 Construct a swag.	
7.7 Construct a valance.	
7.8 Construct ruffled curtains.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-393 - CS-405).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 8: The learner will locate employment opportunities and practice appropriate "job getting" skills in order to secure employment.

Objectives	Measures
8.1 Match terms associated with securing a job to the correct definitions.	Refer to the VEC-HEE-CG-7132, pp. NT-55-A - NT-60-A.*
8.2 Arrange in order steps in a practical job-seeking plan.	
8.3 Name sources for locating employment opportunities.	
8.4 Discuss types of employment agencies and their operations.	
8.5 Select from a list guidelines for personal appearance for an interview.	
8.6 Name job-training sources.	
8.7 Complete a sample employment test.	
8.8 Prepare a resume'.	
8.9 Write a letter of application.	
8.10 Complete employment application form.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. NT-1-A - NT-60-A).

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 8: The learner will locate employment opportunities and practice appropriate "job getting" skills in order to secure employment.

Objectives	Measures
8.11 Use telephone to arrange a job interview.	Refer to the VEC-HEE-CG-7132, pp. NT-55-A - NT-60-A.*
8.12 Participate in a job interview.	
8.13 Evaluate a job offer.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. NT-1-A - NT-60-A).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 9: The learner will develop a business plan for custom fashions and interiors.

Objectives	Measures
9.1 Describe the advantages of operating a custom fashions and interiors business.	Refer to the VEC-HEE-CG-7132, pp. CS-551 - CS-556.*
9.2 List the steps in planning a small business.	
9.3 Describe the process for choosing a location for a business.	
9.4 Identify sources of financial backing for a business.	
9.5 Select from a list factors to consider when buying equipment, supplies, and fabrics.	
9.6 Plan a sewing work area.	
9.7 Describe possible problems in working with customers.	
9.8 Complete a chart on methods of determining labor cost and the advantages and disadvantages of each method.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-523 - CS-556).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Custom Fashions and Interiors II

COMPETENCY GOAL 9: The learner will develop a business plan for custom fashions and interiors.

Objectives	Measures
9.9 Describe financial records for a business.	Refer to the VEC-HEE-CG-7132, pp. CS-551 - CS-556.*
9.10 Develop a business plan to include: a. Organizing a sewing work area. b. Advertising for customers. c. Working with customers. d. Determining labor costs. e. Ordering supplies. f. Keeping financial records. g. Handling money. h. Identifying financial support for small businesses. i. Identifying employer relations and legal matters.	

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*Refer to the Oklahoma Department of Vocational and Technical Education. (1980). Custom Sewing. (pp. CS-523 - CS-556).

EXPLORING HOME ECONOMICS

I. Personal Development/Family Relations

- A. Self-Knowledge, Self-Understanding, Decision-Making
  - 1. Identify of Self
    - a. roles
    - b. traits
    - c. heredity and environment
    - d. acceptance and/or change of self
  - 2. Adjusting to Change
    - a. personal
    - b. family
  - 3. Problems and Crisis
  - 4. Problems Solving Techniques
    - a. steps
    - b. sources of help
- B. Independence/Interdependence
  - 1. Family Structure
    - a. composition
    - b. lifestyles
  - 2. Living in Families
    - a. sharing
    - b. rights and responsibilities
    - c. conflicts
  - 3. Peer Relations
    - a. value of peers
    - b. pressures
    - c. friendship
  - 4. Responsibility for Children
    - a. role models
    - b. caring for children
    - c. play
    - d. safety
    - e. employment opportunities
  - 5. Social Problems
    - a. effects
    - b. drugs and alcohol
    - c. sex-related problems
    - d. crime
    - e. family violence
  - 6. Problem Solving
    - a. crisis
    - b. techniques
    - c. resources
- C. Basic Skills Reinforcement
  - 1. Reading
    - a. stories
    - b. terminology
  - 2. Writing
    - a. letters and stories
    - b. social notes
    - c. invitations

3. Communicating
    a. communicating verbally and nonverbally
    b. communicating effectively with family members
    c. communicating by telephone
    d. communicating with manners
    e. communicating by listening
4. Perceiving
    a. perceiving others feelings

II. Management

A. Self-Knowledge, Self-Understanding, Decision-Making
    1. The Management Process
    2. Priorities and Goals
        a. identification
        b. rank
    3. Resources
        a. human
        b. nonhuman
        c. availability
        d. use
    4. Decision-Making
        a. goals
        b. standards
        c. process
B. Independence/Interdependence
    1. Space and Property
        a. personal
        b. shared
        c. organization
    2. Resources Conservation
        a. nonhuman
        b. human
        c. family and community
C. Basic Skills Reinforcement
    1. Reading
        a. terminology
        b. charts, schedules, telephone directories
        c. directions
        d. stories
    2. Writing
        a. directions
        b. messages
    3. Communicating
        a. goals
        b. plans
    4. Using Numbers
        a. scheduling time
        b. ranking goals
        c. computing costs
    5. Perceiving
        a. time
        b. problems

III. Foods/Nutrition

- A. Self-Knowledge, Self-Understanding, Decision-Making
  - 1. Effects of Food
    - a. health
    - b. appearance
    - c. performance
  - 2. Food Needs
    - a. nutrients
    - b. energy needs
  - 3. Daily Food Plan
    - a. requirements
    - b. food choices
- B. Independence/Interdependence
  - 1. Food Sources
  - 2. Kitchen Safety
    - a. hazards
    - b. accident prevention
    - c. equipment
    - d. food sanitation
  - 3. Simple Preparation Techniques
    - a. teamwork
    - b. meal service
    - c. table manners
- C. Basic Skills Reinforcement
  - 1. Reading
    - a. menus
    - b. food labels
    - c. recipes
    - d. directions
    - e. charts and graphs
  - 2. Writing
    - a. menus
    - b. recipes
  - 3. Communicating
    - a. ordering food
    - b. communicating food preferences and needs
  - 4. Using numbers
    - a. computing calories
    - b. measuring weights and volumes
    - c. computing food costs
  - 5. Perceiving
    - a. perceiving flavors, aromas, textures, appearance
    - b. perceiving portions
    - c. perceiving quality

IV. Consumer Education

- A. Self-Knowledge, Self-Understanding, Decision-Making
    - 1. Influences on Consumer Behavior
        - a. needs and wants
        - b. marketplace
    - 2. Consumer Decisions
        - a. quality
        - b. cost
        - c. sources of goods and services
        - d. shopping skills
- B. Independence/Interdependence
    - 1. Income and Spending
    - 2. Consumer Rights and Responsibilities
        - a. information
        - b. product safety
        - c. consumer complaints
        - d. responsible shopping
    - 3. Teen Power in the Marketplace
    - 4. Technology
        - a. effects on consumer
        - b. consumer computer use
- C. Basic Skills Reinforcement
    - 1. Reading
        - a. labels
        - b. advertisements
        - c. terminology
    - 2. Writing
        - a. orders
        - b. consumer concerns
    - 3. Communicating
        - a. selling a product
        - b. communicating with salespeople
    - 4. Using Numbers
        - a. cost computations
        - b. making change
        - c. bank accounts
    - 5. Perceiving
        - a. quality perception
        - b. quantity perception

V. Clothing/Textiles

- A. Self-Knowledge, Self-Understanding, Decision-Making
    - 1. Effects on Clothing
        - a. expression
        - b. self-concept
    - 2. Clothing Choices
        - a. functions
        - b. needs and wants
        - c. purchasing decisions

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B. Independence/Interdependence
   1. Grooming
      a. responsibility
      b. grooming skills
   2. Textiles
      a. fibers
      b. fabrics
      c. finishes
   3. Clothing Care
      a. laundering
      b. care and storage
      c. repairs

C. Basic Skills Reinforcement
   1. Reading
      a. labels
      b. directions
      c. terminology
   2. Communicating
      a. first impressions
      b. roles
      c. culture
   3. Using Numbers
      a. measurements
      b. costs
   4. Perceiving
      a. color
      b. line
      c. shape and space
      d. textures
      e. quality

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 1: The learner will explain how roles and personal traits help to define self.

Objectives	Measures
1.1 Define and give examples of roles in the family and in the community.	Refer to the VEC-HEE-C/TIB-7008.*
1.2 Label and describe physical, emotional, social and intellectual personal traits.	
1.3 Name traits that are hereditary and those which result from the environment.	
1.4 Identify personal traits which contributes to success in the world of work.	
1.5 Identify personal traits that can be changed and traits to accept.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 2: The learner will recognize changes common in people his/her age and the influence these changes have upon self.

Objectives	Measures
2.1 Describe ways he/she changed physically within the last year.	Refer to the VEC-HEE-C/TIB-7008.*
2.2 Identify changing factors that affect emotion.	
2.3 Identify social traits that he/she possesses and tell how these traits have changed since elementary school.	
2.4 Name traits/behavior helpful in adjusting to change.	
2.5 Predict adjustments that might be necessary as a result to change.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 3: The learner will recognize and use problem-solving steps in coping with problems and crisis.

Objectives	Measures
3.1 Identify situations that he/she defines as problems and crisis.	Refer to the VEC-HEE-C/TIB-7008.*
3.2 Answer questions and complete a story involving a coping situation.	
3.3 Tell sources of help in dealing with problems or crisis.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 4: The learner will identify similarities and differences among families.

Objectives	Measures
4.1 List ways that family composition influence family activities and goals.	Refer to the VEC-HEE-C/TIB-7008.*
4.2 Tell how lifestyles of families differ.	
4.3 Describe ways family heritage differs among families.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 5: The learner will identify ways individual family members influence family life.

Objectives	Measures
5.1 Identify alternate sharing plans for families.	Refer to the VEC-HEE-C/TIB-7008.*
5.2 Complete a chart listing rights of family members and the responsibilities associated with those rights.	
5.3 Describe ways families can resolve conflicts.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 6: The learner will identify ways one influences and is influenced by peers.

Objectives	Measures
6.1 Identify positive and negative aspects of peer relationships.	Refer to the VEC-HEE-C/TIB-7008.*
6.2 Identify ways of coping with peer pressures.	
6.3 Describe the effect of individual characteristics on friendship.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 7: The learner will explain the importance of caring for children in a responsible manner.

Objectives	Measures
7.1 Describe the effect of role models on children.	Refer to the VEC-HEE-C/TIB-7008.*
7.2 Identify jobs to be done when caring for small children.	
7.3 Explain the value of play activities for small children.	
7.4 List preventive measures for unsafe conditions in a child care situation.	
7.5 Identify appropriate measures to take in an emergency situation involving young children.	
7.6 Describe ways to locate and secure employment.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8	Skills/Subject Area: Exploring Home Economics Personal Development/ Family Relations

COMPETENCY GOAL 8: The learner will describe social problems and their effect on individuals, families and society.

Objectives	Measures
8.1 Identify social problems.	Refer to the VEC-HEE-C/TIB-7008.*
8.2 Cite ways that social problems affect individuals, families and society.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Personal Development/
Family Relations

COMPETENCY GOAL 9: The learner will enhance basic learning skills (in reading, writing, communicating and perceiving) through personal development and family relations.

Objectives	Measures
9.1 Identify and discuss family living concepts.	Refer to the VEC-HEE-C/TIB-7008.*
9.2 Match personal development and family relations terms to definitions.	
9.3 Compose a story or letter.	
9.4 Write a social note appropriate to a situation.	
9.5 Design and write an invitation.	
9.6 Name nonverbal behaviors and describe probable message sent.	
9.7 Demonstrate verbal and nonverbal ways to send messages.	
9.8 Identify behaviors that improve and block communications.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics Management

COMPETENCY GOAL 10: The learner will identify management terminology and processes.

Objectives	Measures
10.1 Identify management terms.	Refer to the VEC-HEE-C/TIB-7008.*
10.2 Identify steps in the decision-making process.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Management

COMPETENCY GOAL 11: The learner will identify and rank his/her priorities and goals.

Objectives	Measures
11.1 List in order personal priorities and goals.	Refer to the VEC-HEE-C/TIB-7008.*
11.2 Recognize long and short term goals.	
11.3 Identify personal long and short term goals.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics Management

COMPETENCY GOAL 12: The learner will identify resources available to reach goals.

Objectives	Measures
12.1 Tell types of human and non human resources.	Refer to the VEC-HEE-C/TIB-7008.*
12.2 Identify appropriate resources to reach goals in given situations.	
12.3 Describe ways of developing human resources to increase ability to reach goals.	
12.4 Tell ways resources are used together and substituted to reach goals.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics Management

COMPETENCY GOAL 13: The learner will identify ways planning facilitates goal attainment.

Objectives	Measures
13.1 Identify steps in the decision-making process.	Refer to the VEC-HEE-C/TIB-7008.*
13.2 Make a plan to reach a goal using the decision-making process.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics Management

COMPETENCY GOAL 14: The learner will determine how personal and shared space and property can be used effectively.

Objectives	Measures
14.1 Describe personal space and property.	Refer to the VEC-HEE-C/TIB-7008.*
14.2 List guidelines for sharing space and property effectively.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Management

COMPETENCY GOAL 15: The learner will determine ways to conserve natural, personal and family resources.

Objectives	Measures
15.1 Identify reasons for conserving natural resources.	Refer to the VEC-HEE-C/TIB-7008.*
15.2 Identify ways personal resources can be conserved.	
15.3 Identify ways family and community resources can be conserved.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Management

COMPETENCY GOAL 16: The learner will enhance basic learning skills (in reading, writing, communicating, using numbers and perceiving) through management.

Objectives	Measures
16.1 Match management terms to definitions.	Refer to the VEC-HEE-C/TIB-7008.*
16.2 Locate sources of help and information to solve management problems.	
16.3 Interpret information provided in a set of directions.	
16.4 Describe management concepts in reading material.	
16.5 Write a set of directions for a task.	
16.6 Write a message about management concepts.	
16.7 Communicate a goal to others.	
16.8 Schedule activities within a given amount of time.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics Management

COMPETENCY GOAL 16: The learner will enhance basic learning skills (in reading, writing, communicating, using numbers and perceiving) through management.

Objectives	Measures
16.9 Rank priorities.	Refer to the VEC-HEE-C/TIB-7008.*
16.10 Calculate expenditure cost for various time periods.	
16.11 Compare his/her sense of time with mechanical means of marking time.	
16.12 Use perception skills to identify problem situations.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 17: The learner will describe the effects of food on the body.

Objectives	Measures
17.1 Identify ways that food affects health, appearance and performance.	Refer to the VEC-HEE-C/TIB-7008.*
17.2 Recognize factors that influence eating.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 18: The learner will recognize food needs and how these needs are fulfilled.

Objectives	Measures
18.1 Define the term nutrient and list the major classes of nutrients.	Refer to the VEC-HEE-C/TIB-7008.*
18.2 Match nutrients and their functions.	
18.3 Identify good sources for each basic nutrient.	
18.4 Identify foods high and low in calories.	
18.5 Determine foods needed for a balanced diet.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 19: The learner will differentiate between good and poor food choices.

Objectives	Measures
19.1 Identify snack foods that have high nutritive value.	Refer to the VEC-HEE-C/TIB-7008.*
19.2 Determine good and poor snack food choices and explain decisions.	
19.3 Select foods from a restaurant menu that meet criteria for a nutritious meal.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics Foods/Nutrition

COMPETENCY GOAL 20: The learner will investigate the food supply in relation to sources, food forms and processing of food.

Objectives	Measures
20.1 Tell sources of foods.	Refer to the VEC-HEE-C/TIB-7008.*
20.2 List forms in which foods can be purchased.	
20.3 Identify food additives from a food label.	
20.4 Distinguish between an enriched food and a fortified food.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 21: The learner will demonstrate safety, sanitation, self-sufficiency and teamwork in the kitchen.

Objectives	Measures
21.1 Rate safety hazards in the kitchen and suggest needed corrections.	Refer to the VEC-HEE-C/TIB-7008.*
21.2 Explain and demonstrate the correct use and care of equipment in the kitchen.	
21.3 List reasons why proper sanitation of food is important.	
21.4 List precautionary safety and sanitation measures to use when handling food.	
21.5 Prepare a simple meal.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 22: The learner will recognize the essence of teamwork in the foods laboratory.

Objectives	Measures
22.1 Identify the reasons personal sanitation is important.	Refer to the VEC-HEE-C/TIB-7008.*
22.2 Plan and use a team work schedule for a foods lab.	
22.3 Show an appropriate table setting.	
22.4 Demonstrate acceptable table manners.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 23: The learner will demonstrate basic learning skills (in reading, writing, communicating, using numbers and perceiving) through foods and nutrition.

Objectives	Measures
23.1 Identify menu terms and food terms used in a menu.	Refer to the VEC-HEE-C/TIB-7008.*
23.2 Distinguish between information required by law and that not required by law on a food label.	
23.3 Explain nutritional information on a food label.	
23.4 Interpret a given recipe.	
23.5 Interpret directions on a food package for preparing and serving food.	
23.6 Interpret nutritional information on given charts and graphs.	
23.7 Write a menu for a given meal.	
23.8 Write a recipe using correct format identified in class.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Foods/Nutrition

COMPETENCY GOAL 23: The learner will demonstrate basic learning skills (in reading, writing, communicating, using numbers and perceiving) through foods and nutrition.

Objectives		Measures
23.9	Place an order for a meal from a given menu.	Refer to the VEC-HEE-C/TIB-7008.*
23.10	Communicate food preferences and special dietary needs in a given situation.	
23.11	Compute the number of calories in a given meal.	
23.12	Compute calorie intake and the difference between intake and need in a specific situation.	
23.13	Match a given measurement to its equivalent.	
23.14	Measure liquid and dry ingredients correctly.	
23.15	Divide and double a recipe.	
23.16	Compute the cost of a recipe.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics Foods/Nutrition

COMPETENCY GOAL 23: The learner will demonstrate basic learning skills (in reading, writing, communicating, using numbers and perceiving) through foods and nutrition.

	Objectives	Measures
23.17	Compute the cost of a meal from a menu.	Refer to the VEC-HEE-C/TIB-7008.*
23.18	Compute the unit cost of given foods.	
23.19	Describe the texture and appearance of foods.	
23.20	Perceive average portion sizes.	
23.21	Evaluate the quality of food samples using a given checklist.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 24: The learner will recognize influences on personal consumer behavior.

Objectives	Measures
24.1 Recognize cultural and psychological influences.	Refer to the VEC-HEE-C/TIB-7008.*
24.2 Identify needs and wants.	
24.3 Identify advantages and disadvantages of advertisements in making consumer choices.	
24.4 Identify types of advertising appeals.	
24.5 Describe ways retailers influence consumers.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 25: The learner will identify factors to be considered in setting and achieving consumer goals.

Objectives	Measures
25.1 Recognize quality and cost differences between brands of the same product.	Refer to the VEC-HEE-C/TIB-7008.*
25.2 Identify advantages and disadvantages of various sources of goods and services.	
25.3 Name shopping techniques that increase consumer satisfaction.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics Consumer Education

COMPETENCY GOAL 26: The learner will list advantages of sharing, saving, and spending financial resources.

Objectives	Measures
26.1 Recognize a spending and savings plan.	Refer to the VEC-HEE-C/TIB-7008.*
26.2 Identify ways family members share financial resources.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 27: The learner will identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.

Objectives	Measures
27.1 Identify consumer rights and responsibilities.	Refer to the VEC-HEE-C/TIB-7008.*
27.2 Gather information and choose a product.	
27.3 Tell ways to identify and use product safety features.	
27.4 Describe ways to make consumer complaints.	
27.5 Demonstrate responsible shopping behavior.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 28: The learner will identify the impact of teen consumers in the marketplace.

Objectives	Measures
28.1 Describe ways teen spending affects goods and services available.	Refer to the VEC-HEE-C/TIB-7008.*

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 29: The learner will tell ways technology affects consumers.

Objectives	Measures
29.1 Identify technology that affects consumers.	Refer to the VEC-HEE-C/TIB-7008.*
29.2 Describe ways computers can be used in making consumer decisions.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 30: The learner will enhance basic learning skills (in reading, writing, communicating, and perceiving) through consumer education.

Objectives	Measures
30.1 Read and interpret information on product labels.	Refer to the VEC-HEE-C/TIB-7008.*
30.2 Identify useful information in an advertistment.	
30.3 Match consumer terms to definitions.	
30.4 Identify consumer concepts in a story.	
30.5 Fill out a merchandise order form.	
30.6 Write about a consumer concern/experience.	
30.7 Devise and present a way to sell a product or service.	
30.8 Demonstrate positive communication skills between a salesperson and a consumer.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Consumer Education

COMPETENCY GOAL 30: The learner will enhance basic learning skills (in reading, writing, communicating, and perceiving) through consumer education.

	Objectives	Measures
30.9	Write, record, and compute information for bank accounts.	Refer to the VEC-HEE-C/TIB-7008.*
30.10	Rate a product using sensory perception.	
30.11	Predict larger/longer/heavier products and verify results.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Clothing/Textiles

COMPETENCY GOAL 31: The learner will describe factors influencing the selection of clothing for teenagers.

Objectives	Measures
31.1 Describe how clothing can be an expression of self.	Refer to the VEC-HEE-C/TIB-7008.*
31.2 Identify ways clothing can affect self-concept.	
31.3 Identify various clothing functions.	
31.4 Give examples of influences affecting clothing needs and wants.	
31.5 Make a plan to meet clothing needs.	
31.6 Describe the importance of factors affecting clothing purchasing choices.	
31.7 Make a clothing purchasing choice based on price, quality, and care costs.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics Clothing/Textiles

COMPETENCY GOAL 32: The learner will identify effective grooming habits and grooming products.

Objectives	Measures
32.1 Tell reasons good grooming is desirable.	Refer to the VEC-HEE-C/TIB-7008.*
32.2 Describe grooming techniques.	
32.3 Describe the purpose and proper use of grooming products.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics
Clothing/Textiles

COMPETENCY GOAL 33: The learner will identify procedures necessary for repair and care for clothing.

Objectives	Measures
33.1 Demonstrate or explain how to sort and launder clothing by color and care labels.	Refer to the VEC-HEE-C/TIB-7008.*
33.2 Describe a routine for caring for and storing his/her own clothing.	
33.3 Make simple clothing repairs.	

*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8 Skills/Subject Area: Exploring Home Economics
Clothing/Textiles

COMPETENCY GOAL 34: The learner will demonstrate basic learning skills (in reading, writing, communicating, using numbers, and perceiving) through clothing and textiles.

Objectives	Measures
34.1 Interpret theinformation on a clothing label.	Refer to the VEC-HEE-C/TIB-7008.*
34.2 Explain care directions on a clothing label.	
34.3 Match clothing terms to definitions.	
34.4 State a first impreseeion based on clothing and/or grooming.	
34.5 Tell how a person's role influences his/her clothing choices.	
34.6 Determine clothing size by comparing measurements to a chart.	
34.7 Select clothes to be purchased from catalogs and/or ads within a specified clothing allowance.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 7-8

Skills/Subject Area: Exploring Home Economics
Clothing/Textiles

COMPETENCY GOAL 34: The learner will demonstrate basic learning skills (in reading, writing, communicating, using numbers, and perceiving) through clothing and textiles.

Objectives		Measures
34.8	Determine the effect of color in clothing selection.	Refer to the VEC-HEE-C/TIB-7008.*
34.9	Describe the optical effects of lines and textures in clothing.	
34.10	Rate the quality of a clothing item in terms of workmanship and cost.	

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*Refer to the Exploring Home Economics Competency/Test-Item Bank. (VEC-HEE-C/TIB-7008). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

FOODS AND NUTRITION
Semester 1

I. Food Patterns and Customs

- A. The Importance of Food
  - 1. physical health
  - 2. psychological health
- B. Influences in Food Patterns and Customs
  - 1. cultural
  - 2. religious
  - 3. geographical
- C. The Affects of Changing Life Styles on Food Choices and Eating Patterns
- D. Food Fads and Fallacies

II. Relation of Diet to Health and Appearance

- A. Factors That Influence Nutrient Needs and Food Choices
- B. Nutrients and Their Relationship to Health, Energy, and Appearance
- C. The Body's Utilization of Food
- D. Dietary Guidelines for Americans
- E. Planning a Balanced Diet
- F. Relationship of Diet to Physical, Mental, and Emotional Health
  - 1. diseases and disorders resulting from deficiencies or excesses of nutrients
  - 2. effects of alcoholism, drug abuse and smoking on eating habits, nutrition and health
  - 3, emotions and digestions

III. Meal Planning to Meet Nutrient Requirements

- A. Determining Nutritional Needs
- B. Meal Patterns
- C. Planning Meals to Meet Dietary Requirements
- D. Snacks as Part of the Meal Plan
- E. Importance of Breakfast in Meeting Nutritional Requirements

IV. Organization and Management of Kitchen Facilities, Equipment, and Resources

- A. Kitchen Organization and Design
- B. Equipment and Appliances Used in Food Preparation and Storage
- C. Cookware and Food Preparation Tools

V. Management of Resources in Food Preparation and Service

- A. Alternatives to the Use of Time and Energy
- B. Applying the Work Simplification Concept to Meal Preparation
- C. Safety and Sanitation in the Kitchen
- D. Food Preparation Procedures
  - 1. understanding recipes
  - 2. terminology
  - 3. measuring techniques
  - 4. equivalents and substitutions
  - 5. cooking methods

E. Preparation and Service of a Variety of Foods
   1. cereal and bread products
   2. dairy products
   3. fruits and vegetables
   4. meat poultry and seafoods
   5. egg cookery
   6. cookies, cakes and frosting

F. Meal Service
   1. table appointments
   2. table setting
   3. table manners
   4. forms of meal service

G. Planning Preparation and Service of a Well-Balanced Meal to Include:
   1. menu
   2. recipes
   3. market order
   4. time schedule
   5. table setting and service plan
   6. cleaning schedule

FOODS AND NUTRITION
Semester 2

I. Trends and Development in Foods and Nutrition

  A. Scientific and Technological Developments
    1. identification of new foods
    2. additives and supplements
    3. pesticides in food production
  B. World Hunger and Citizen Involvement

II. Management of the Food Dollar

  A. Budgeting and Buying Practices
  B. Consumer Protection as it Relates to Food and Nutrition

III. Food Conservation and Preservation

  A. Conservation in the Kitchen
  B. Preserving Foods

IV. Meeting Nutritional Needs of Family Members

  A. Nutritional Needs of Family Members in Different Stages of Development
  B. Nutritional Needs of Family Members With Special Medical Problems
  C. Planning, Preparation and Service of Meals to Meet Special Nutritional Needs of Family Members

V. Creativity in Meal Planning, Preparation and Service

  A. Using Creativity in Meal Preparation and Service
  B. Preparation and Service of Specialty Foods
    1. salads and dressings
    2. casserole cookery
    3. yeast breads
    4. pies and pastries
    5. decorative cakes
    6. candy making
  C. Managing Eating Patterns That Have Emerged From Changing Lifestyles
    1. eating out
    2. entertaining at home
    3. cookouts, picnics and camping
  D. Meals for Home and Community Emergencies

VI. Regional and International Food Specialties

  A. Regional Food in the United States
  B. International Cuisines-Food History, Practices and Customs

VII. Career Opportunities in Foods and Nutrition

  A. Type of Careers
  B. Qualities of Successful Workers

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 1: The learner will analyze the importance of food in the physical, emotional and social well-being of individuals and family members.

Objectives	Measures
1.1 Identify reasons for eating.	Refer to the VEC-HEE-C/TIB-7045.*
1.2 Explain how food affects one's physical, emotional and social well-being.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 2: The learner will describe cultural, religious and geographical influences on food patterns and customs.

Objectives	Measures
2.1 Understand the influences on food choices.	Refer to the VEC-HEE-C/TIB-7045.*
2.2 Explain the reasons for differences in food customs among various cultures.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 3: The learner will analyze the affects of changing lifestyles, values and available resources on food choices and meal patterns of individuals and families.

Objectives	Measures
3.1 Explain the influence that different lifestyles, values and resources have on food choices and eating patterns.	Refer to the VEC-HEE-C/TIB-7045.*
3.2 Analyze the factors that influence his/her food choices.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 4: The learner will distinguish the difference between food fads, fallacies and facts.

Objectives	Measures
4.1 Evaluate the truth behind food fads.	Refer to the VEC-HEE-C/TIB-7045.*
4.2 Recognize how food quacks operate.	
4.3 Understand why food additives are used and how they are controlled.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 5: The learner will analyze the role of nutrients in meeting the nutritional needs of individual.

Objectives	Measures
5.1 Understand how nutrients work in the human body.	Refer to the VEC-HEE-C/TIB-7045.*
5.2 Identify the best food sources of each nutrient.	
5.3 Recognize the effects of using too little or too much of a nutrient.	

*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12   Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 6: The learner will identify ways of adequately meeting the nutritional needs of individuals for the promotion and maintenance of good physical and emotional health.

Objectives	Measures
6.1 Understand factors that affect an individual's needs.	Refer to the VEC-HEE-C/TIB-7045.*
6.2 Understand how a knowledge of nutrition can help one choose foods that meet his/her nutritional need.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 7: The learner will evaluate the relationship of diet and lifestyles to nutritionally related health problems.

Objectives	Measures
7.1 Explain how an inadequate diet and/or a stressful lifestyle can result in serious disease or disorder.	Refer to the VEC-HEE-C/TIB-7045.*

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 8: The learner will demonstrate use of nutrition principles when planning meals to meet dietary needs.

Objectives	Measures
8.1 Determine one's nutritional requirements.	Refer to the VEC-HEE-C/TIB-7045.*
8.2 Evaluate one's nutritional intake.	
8.3 Apply nutrition information to your food choices.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 9: The learner will plan, prepare and serve nutritious snacks.

Objectives	Measures
9.1 Demonstrate skill in planning, preparing and serving snacks that are nutritious as well as attractive and appetizing.	Refer to the VEC-HEE-C/TIB-7045.*

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 10: The learner will plan, prepare and serve breakfast foods that are easy and quick to prepare, and high in nutritional value.

Objectives	Measures
10.1 To develop an understanding of the importance of including breakfast in the daily meal plan.	Refer to the VEC-HEE-C/TIB-7045.*
10.2 To develop skill in planning, preparing and serving breakfast foods that are easy to prepare and serve, yet still high in nutrition.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 11: The learner will recognize kitchen work centers and storage spaces.

Objectives	Measures
11.1 Identify kitchen work centers and storage areas.	Refer to the VEC-HEE-C/TIB-7045.*

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 12: The learner will identify principles of organization and management of kitchen facilities.

Objectives	Measures
12.1 Evaluate basic types of kitchens.	Refer to the VEC-HEE-C/TIB-7045.*
12.2 Understand electrical safety in the kitchen.	
12.3 Make use of kitchen to meet one's needs.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 13: The learner will select, use and care for major and portable appliances used for food preparation and storage.

Objectives	Measures
13.1 Recognize quality features in major and portable appliances.	Refer to the VEC-HEE-C/TIB-7045.*
13.2 Recognize which appliances are the most energy efficient.	
13.3 Use and care of appliances and equipment properly.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 14: The learner will select, use and care for cookware and food preparation tools.

Objectives	Measures
14.1 Identify a variety of cookware and food preparation tools.	Refer to the VEC-HEE-C/TIB-7045.*
14.2 Recognize quality features in cookware and food preparation tools.	
14.3 Select the appropriate cookware and preparation tools for the task to be completed.	
14.4 Use and care for the equipment properly.	

*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 15: The learner will interpret the use of time, energy and money in the management of meals.

Objectives	Measures
15.1 Save time and energy in the kitchen.	Refer to the VEC-HEE-C/TIB-7045.*
15.2 Organize and simplify meal preparation.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 16: The learner will describe practices which provide for safety and sanitation in the preparation and service of food.

Objectives	Measures
16.1 Recognize safety hazards in the kitchen.	Refer to the VEC-HEE-C/TIB-7045.*
16.2 Use safety practices to prevent accidents in the kitchen.	
16.3 Recognize the causes of food-borne illnesses.	
16.4 Know how to prevent food-borne illnesses.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 17: The learner will interpret the meanings of words, symbols, abbreviations and directions given in recipes.

Objectives	Measures
17.1 Know the meanings of words, symbols and abbreviations used in recipes.	Refer to the VEC-HEE-C/TIB-7045.*
17.2 Evaluate and use recipes successfully.	
17.3 Describe different cooking methods and demonstrate the ability to use each appropriately.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 18: The learner will select, prepare and serve quick breads and cereal products.

Objectives	Measures
18.1 Identify different kinds of grain products.	Refer to the VEC-HEE-C/TIB-7045.*
18.2 Buy and store grain products correctly.	
18.3 Use correct cooking methods for grain products.	
18.4 Recognize the roles ingredients play in baking.	
18.5 Use correct techniques for preparing quick breads.	
18.6 Select proper equipment for baking breads.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 19: The learner will select, prepare and serve dairy products.

Objectives	Measures
19.1 Make wise decisions when buying and using dairy foods.	Refer to the VEC-HEE-C/TIB-7045.*
19.2 Store dairy foods correctly to conserve their nutrients and flavor.	
19.3 Choose the correct procedures for cooking milk and cheese.	
19.4 Serve cheese and milk products in a variety of ways.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 20: The learner will select, prepare and serve fruits and vegetables.

Objectives	Measures
20.1 Buy and store fruits and vegetables properly.	Refer to the VEC-HEE-C/TIB-7045.*
20.2 Decide how to serve fruits and vegetables in a variety of ways.	
20.3 Understand how cooking affects nutrients, flavor and appearance of fruits and vegetables.	
20.4 Choose the correct cooking methods for fruits and vegetables.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 21: The learner will select, prepare and serve meat, poultry and seafood.

Objectives	Measures
21.1 Identify different kinds of meat, poultry and seafood.	Refer to the VEC-HEE-C/TIB-7045.*
21.2 Make economical, nutritious choices when shopping for meat, poultry or seafood.	
21.3 Store meat, poultry and seafood properly.	
21.4 Choose the correct cooking methods for meat, poultry and seafood.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 22: The learner will select, prepare and serve eggs creatively.

Objectives	Measures
22.1 Buy eggs wisely.	Refer to the VEC-HEE-C/TIB-7045.*
22.2 Store eggs correctly.	
22.3 Use correct methods for cooking eggs.	
22.4 Use proper techniques for beating egg whites.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 23: The learner will plan, prepare and serve cookies, cakes and frostings.

Objectives	Measures
23.1 Identify different kinds of cookies, cakes and frostings.	Refer to the VEC-HEE-C/TIB-7045.*
23.2 Use correct methods for preparing cookies, cakes and frostings.	
23.3 Store cookies and cakes properly.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 24: The learner will identify factors that influence the selection of table appointments, decorations, methods of service and table setting.

Objectives	Measures
24.1 Choose different kinds of dinnerware, flatware and glassware and identify selection factors applicable to each.	Refer to the VEC-HEE-C/TIB-7045.*
24.2 Demonstrate how to set the table appropriately.	
24.3 Demonstrate the appropriate manners to use when serving and eating a meal.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 1

COMPETENCY GOAL 25: The learner will plan, prepare and serve a well-balanced meal incorporating appropriate planning, preparation, serving and cleaning practices.

Objectives	Measures
25.1 Apply nutrition knowledge to meal planning.	Refer to the VEC-HEE-C/TIB-7045.*
25.2 Select appropriate tools, equipment and supplies for preparing and serving a meal.	
25.3 Use basic principles of management to prepare and serve a meal.	
25.4 Conserve natural resources when preparing the meal.	
25.5 Choose appropriate tableware and linens for the meal.	
25.6 Set the table and serve the meal.	
25.7 Use good manners while eating.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 26: The learner will analyze scientific and technological developments in the food industry.

Objectives	Measures
26.1 Identify new developments in the food industry.	Refer to the VEC-HEE-C/TIB-7045.*
26.2 Recognize the risk and benefits of food additives and supplements.	
26.3 Identify agencies involved in keeping foods safe to eat.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 27: The learner will analyze the affects associated with world hunger and possible citizen involvement.

Objectives	Measures
27.1 Identify the causes of world hunger.	Refer to the VEC-HEE-C/TIB-7045.*
27.2 Identify the problems that result from world hunger.	
27.3 Describe ways in which society can help alleviate world hunger and the problems associated with it.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 28: The learner will analyze budgeting patterns and buying practices involved in management of the food dollar.

Objectives	Measures
28.1 Explain the relationship between food supply and food prices.	Refer to the VEC-HEE-C/TIB-7045.*
28.2 Identify and utilize grocery shopping guidelines effectively.	
28.3 Make careful decisions when shopping for food.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 29: The learner will analyze the legal aspects of consumer protection in the area of foods and nutrition.

Objectives	Measures
29.1 Interpret the legal aspects of consumer protection as it relates to food and nutrition.	Refer to the VEC-HEE-C/TIB-7045.*
29.2 Identify sources of consumer protection and assistance.	
29.3 Know your responsibilities and rights as a shopper.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 30: The learner will demonstrate techniques for conserving food and other natural resources while preparing meals.

Objectives	Measures
30.1 Conserve natural resources when preparing food.	Refer to the VEC-HEE-C/TIB-7045.*
30.2 Save time and energy when working in the kitchen.	
30.3 Organize and simplify meal preparation.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 31: The learner will demonstrate techniques for selecting and preserving a variety of foods.

Objectives	Measures
31.1 Know the advantages and disadvantages of preserving food at home.	Refer to the VEC-HEE-C/TIB-7045.*
31.2 Follow correct procedures in freezing, canning and drying fresh foods.	
31.3 Use correct methods for making jams and jellies.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 32: The learner will analyze variations in nutritional needs of family members in different stages of the life cycle.

Objectives	Measures
32.1 Assess the special nutritional needs of children, adolescents, adults and older persons.	Refer to the VEC-HEE-C/TIB-7045.*
32.2 Identify the special food needs of persons participating in athletic activities.	
32.3 Recognize the relationship between food intake and the health of the mother and fetus.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 33: The learner will analyze variations in nutritional needs of family members with special medical problems.

Objectives	Measures
33.1 Identify food needs for people with special health problems.	Refer to the VEC-HEE-C/TIB-7045.*
33.2 Understand how health problems can affect food needs.	
33.3 Choose appropriate food for people with special health problems.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 34: The learner will plan, prepare and serve meals to meet special nutritional needs of family members.

Objectives	Measures
34.1 Identify food needs for different stages of the life cycle.	Refer to the VEC-HEE-C/TIB-7045.*
34.2 Plan a well-balanced diet for individuals in different stages of the life cycle.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045): Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 35: The learner will analyze ways of using skills and artistic ability to give added appeal to meals at a reasonable cost.

Objectives	Measures
35.1 Cook creatively on a budget.	Refer to the VEC-HEE-C/TIB-7045.*
35.2 Enhance food flavors with herbs and spices.	
35.3 Enhance the appearance of food through the use of garnishes and other finishing touches.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 36: The learner will demonstrate the principles of planning, preparing and serving salads.

Objectives	Measures
36.1 Identify the different types of salads and salad dressings.	Refer to the VEC-HEE-C/TIB-7045.*
36.2 Identify the different types of salad greens.	
36.3 Prepare the different types of salads and salad dressings.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition Semester 2

COMPETENCY GOAL 37: The learner will demonstrate the principles of planning, preparing and serving casseroles.

Objectives	Measures
37.1 Identify the types of ingredients that may be used in casseroles.	Refer to the VEC-HEE-C/TIB-7045.*
37.2 Understand the value of casseroles in meal planning.	
37.3 Prepare and serve casseroles as part of the meal plan.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 38: The learner will demonstrate the principles of planning, preparing and serving food made with yeast.

Objectives	Measures
38.1 Identify and select ingredients needed to make yeast breads.	Refer to the VEC-HEE-C/TIB-7045.*
38.2 Use the correct techniques for preparing yeast breads.	
38.3 Prepare yeast breads.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 39: The learner will demonstrate the principles for planning, preparing and serving pies and pastries.

Objectives	Measures
39.1 Identify different kinds of pastry.	Refer to the VEC-HEE-C/TIB-7045.*
39.2 Use correct techniques for making pie crust and cream puffs.	
39.3 Prepare and bake a variety of pies.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 40: The learner will demonstrate the principles and preparation techniques for decorative cakes.

Objectives	Measures
40.1 Identify and select equipment needed for decorating cakes.	Refer to the VEC-HEE-C/TIB-7045.*
40.2 Identify and select ingredients needed for decorative icings.	
40.3 Practice techniques used for decorating cakes.	
40.4 Prepare and decorate a cake for a special occasion.	

*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition Semester 2

COMPETENCY GOAL 41: The learner will demonstrate the principles and preparation techniques for candy making.

Objectives	Measures
41.1 Identify equipment and supplies needed for making an assortment of candies.	Refer to the VEC-HEE-C/TIB-7045.*
41.2 Practice techniques used for candy making.	
41.3 Prepare different types of candy.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 42: The learner will analyze and practice ways of managing eating patterns that have emerged from rapidly changing lifestyles.

Objectives	Measures
42.1 Identify eating patterns that have emerged from rapidly changing lifestyles.	Refer to the VEC-HEE-C/TIB-7045.*
42.2 Apply nutrition information to food choices when eating away from home.	
42.3 Plan, prepare and serve appropriate foods when entertaining at home.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12   Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 43: The learner will demonstrate the principles of planning and preparing meals for home and community emergencies.

Objectives	Measures
43.1 Identify emergency food situations.	Refer to the VEC-HEE-C/TIB-7045.*
43.2 Recognize sources of food during emergencies.	
43.3 Develop emergency food plans that include suitable foods, meal plans, necessary equipment and appropriate storage.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 44: The learner will interpret the historical and geographical differences in regional cuisines by preparing, serving and evaluating these foods.

Objectives	Measures
44.1 Identify the food customs in different regions of the United States.	Refer to the VEC-HEE-C/TIB-7045.*
44.2 Understand how regional food customs developed and how they influenced American cooking.	
44.3 Compare the typical food characteristics of regional cooking.	
44.4 Analyze why regional foods change from time to time.	

*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 45: The learner will analyze the differences in international cuisine by preparing and evaluating food characteristics of different countries.

Objectives	Measures
45.1 Understand how food relates to the history, geography and climate of a country.	Refer to the VEC-HEE-C/TIB-7045.*
45.2 Identify the food customs of different countries.	
45.3 Prepare some typical foods that are served in different countries throughout the world.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Foods and Nutrition
Semester 2

COMPETENCY GOAL 46: The learner will analyze career opportunities in the foods and nutrition field.

Objectives	Measures
46.1 Identify and explore career opportunities in food and nutrition.	Refer to the VEC-HEE-C/TIB-7045.*
46.2 Recognize the kinds of entry-level jobs available in food and nutrition.	
46.3 Use information in careers in the food and nutrition industry in your own search for a career.	

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*Refer to the Foods and Nutrition Competency/Test-Item Bank. (VEC-HEE-C/TIB-7045). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

HOME ECONOMICS COOPERATIVE EDUCATION I

- I. Orientation

  - A. Description
    - 1. philosophy
    - 2. responsibilities of persons involved
    - 3. forms, records, and terminology
    - 4. training agreement and training plan
    - 5. laws
  - B. Costs of a Worker
    - 1. insurance
    - 2. social security
    - 3. taxes
    - 4. total costs to employer
  - C. FHA/HERO
    - 1. facts and information
    - 2. growth through participation
    - 3. leadership skills
    - 4. relating competencies to FHA/HERO

- II. World of Work

  - A. Roles of Work
    - 1. reasons
    - 2. contributions to society
    - 3. management of various roles
    - 4. salary differences
    - 5. job satisfaction
  - B. Career Plans
    - 1. personal skills and traits
    - 2. job opportunities
  - C. Obtaining a Job
    - 1. sources of information
    - 2. tools to use
      - a. resume
      - b. application
      - c. letter of application
      - d. interivew
      - e. follow up letter
  - D. Good Work Habits
    - 1. identification
    - 2. relationship to job success
  - E. Safety and Sanitation
    - 1. practices, attitudes, and hazards
    - 2. OSHA standards
  - F. Job Advancement
    - 1. career ladder
    - 2. personal goals
    - 3. changing jobs

- III. Competencies of the Job

  - A. Training Plan Implementation
  - B. Competency Acquisition

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11

Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 1: The learner will describe Home Economics Cooperative Education I.

Objectives	Measures
1.1 Comprehend the philosophy of Home Economics Cooperative Education.	Refer to the VEC-HEE-C/TIB-7141.*
1.2 Identify the responsibilities of the student, parent, employer, and teacher in a cooperative education program.	
1.3 Identify the forms, records, and terminology used in Home Economics Cooperative Education.	
1.4 Differentiate the training agreement and training plan.	
1.5 Recognize components of laws relating to labor: child labor, minimum wage, equal opportunity.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11

Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 2: The learner will recognize employer costs of a worker.

Objectives	Measures
2.1 Describe insurance plans provided by an employer.	Refer to the VEC-HEE-C/TIB-7141.*
2.2 Recognize the basic idea of the social security system.	
2.3 Identify examples of Federal, State, and local taxes.	
2.4 Compute employer costs of a worker.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11

Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 3: The learner will demonstrate personal growth through participation in FHA/HERO.

Objectives	Measures
3.1 Identify important facts and information about FHA/HERO.	Refer to the VEC-HEE-C/TIB-7141.*
3.2 Evaluate personal growth from participating in a local, State and national project.	
3.3 Use leadership skills on the job and in the organization.	
3.4 Apply related competencies in FHA/HERO.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 4: The learner will explain the role of work in a person's life.

Objectives	Measures
4.1 Define reasons people work.	Refer to the VEC-HEE-C/TIB-7141.*
4.2 Recognize contributions that jobs make to the functioning of society.	
4.3 Recognize ways to manage roles as homemaker, parent, wage earner, and citizen.	
4.4 Identify reasons for differences in salaries.	
4.5 Identify factors contributing to job satisfaction.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 5: The learner will assess personal qualifications for career planning.

Objectives	Measures
5.1 Identify skills and traits necessary for specific jobs.	Refer to the VEC-HEE-C/TIB-7141.*
5.2 Relate personal skills and traits to job selection.	
5.3 Identify job opportunities in the three areas of Home Economics Cooperative Education	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 6: The learner will follow procedures for obtaining a job.

Objectives	Measures
6.1 Recognize sources of information used in obtaining a job.	Refer to the VEC-HEE-C/TIB-7141.*
6.2 Use the tools needed to obtain a job (resume, application, letter of application, interivew, and follow-up letter).	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11

Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 7: The learner will demonstrate good work habits on the job.

Objectives	Measures
7.1 Recognize good work habits on the job.	Refer to the VEC-HEE-C/TIB-7141.*
7.2 Recognize relationship between good work habits to success on the job.	
7.3 Use good work habits on the job.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11 Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 8: The learner will describe safety and sanitation practices and principles in Home Economics occupations.

Objectives	Measures
8.1 Identify safety and sanitation practices, attitudes, and hazards in specific Home Economics occupations.	Refer to the VEC-HEE-C/TIB-7141.*
8.2 Describe the Occupation Safety and Health Act rules and regulations.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11

Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 9: The learner will identify how to advance on the job.

Objectives	Measures
9.1 Identify the levels in a career ladder.	Refer to the VEC-HEE-C/TIB-7141.*
9.2 Define short and long range goals.	
9.3 Define personal short and long range goals.	
9.4 Recognize appropriate procedures to use in changing jobs.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 11 Skills/Subject Area: Home Economics Cooperative Education I

COMPETENCY GOAL 10: The learner will demonstrate proficiency in competencies identified for the occupation.

Objectives	Measures
10.1 List on the training plan the tasks to be accomplished in the Level I Home Economics occupation.	Refer to the VEC-HEE-C/TIB-7141.*
10.2 Develop the specified Level I competencies on the job.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7141). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

HOME ECONOMICS COOPERATIVE EDUCATION II

I. Orientation

- A. Description
  - 1. role of key persons
  - 2. terminology
  - 3. labor laws
  - 4. training plan update
  - 5. current job trends
- B. Income Tax
  - 1. IRS
  - 2. completing tax forms
- C. FHA/HERO
  - 1. parliamentary procedure
  - 2. leadership development

II. World of Work

- A. Personal Career Objectives
- B. Job Seeking Skills
  - 1. portfolio
  - 2. interview techniques
- C. Licensing Requirements and Standards
- D. Roles of Management
  - 1. tasks of managers
  - 2. techniques of managing
  - 3. labor costs analysis
  - 4. cost control records
- E. Changing Jobs
  - 1. personal goals
  - 2. promotions
  - 3. loosing a job

III. Competencies of the Job

- A. Training Plan
- B. Competency Acquisition

IV. Entrepreneurship

- A. Career Opportunities
- B. Skills and Personality Traits
- C. Business Possibilities
- D. Home Based Businesses
- E. Business Plan
  - 1. competition
  - 2. operating costs
  - 3. sources of financial support
  - 4. legal matters
- F. Small Business Venture
  - 1. small business establishment
  - 2. evaluation

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 1: The learner will describe Home Economics Cooperative Education II.

Objectives	Measures
1.1 Explain the role of all key persons in a cooperative education program.	Refer to the VEC-HEE-C/TIB-7142.*
1.2 Use Home Economics Cooperative Education terminology correctly.	
1.3 Recognize current labor laws.	
1.4 Update and/or develop the training plan.	
1.5 Identify current job trends in home economics.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 2: The learner will complete State and Federal income tax forms.

Objectives	Measures
2.1 Recognize the functions and philosphy of the IRS.	Refer to the VEC-HEE-C/TIB-7142.*
2.2 Complete a State income tax form.	
2.3 Complete a Federal income tax form.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 3: The learner will participate in FHA/HERO.

Objectives	Measures
3.1 Determine proper use of Parliamentary Procedure.	Refer to the VEC-HEE-C/TIB-7142.*
3.2 Use leadership skills in proficiency events, local, State, or national projects.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 4: The learner will assess personal career objective.

Objectives	Measures
4.1 Identify strengths and areas needing improvement in previous work experiences.	Refer to the VEC-HEE-C/TIB-7142.*
4.2 Evaluate one's stated career goal from the previous year.	
4.3 Refine personal career objective.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 5: The learner will prepare a portfolio to use after graduation.

Objectives	Measures
5.1 Prepare a resume, cover letter, and follow-up letter.	Refer to the VEC-HEE-C/TIB-7142.*
5.2 Demonstrate interview techniques.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 6: The learner will list licensing requirements and standards for entry into Home Economics occupations.

Objectives	Measures
6.1: Identify the licensing requirements.	Refer to the VEC-HEE-C/TIB-7142.*
6.2 Recognize businesses may establish standards in addition to licensing requirements.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 12 Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 7: The learner will describe the role of management.

Objectives	Measures
7.1 Identify the tasks involved in managing personnel.	Refer to the VEC-HEE-C/TIB-7142.*
7.2 Analyze management techniques.	
7.3 Determine labor costs.	
7.4 Identify cost control records.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 8: The learner will prepare for job changes.

Objectives	Measures
8.1 Identify and evaluate personal immediate and long range goals.	Refer to the VEC-HEE-C/TIB-7142.*
8.2 Recognize ways to prepare for promotions in a selected occupation.	
8.3 Identify steps to take if a job is lost.	
8.4 Identify the reasons people are fired or lose their jobs.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12 Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 9: The learner will demonstrate proficiency in competencies identified for the occupation.

Objectives	Measures
9.1 List on the training plan the tasks to be accomplished in the Level II Home Economics occupation.	Refer to the VEC-HEE-C/TIB-7142.*
9.2 Develop the specified Level II competencies on the job.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 10: The learner will identify career opportunities for an entrepreneur.

Objectives	Measures
10.1 Identify career opportunities for an entrepreneur.	Refer to the VEC-HEE-C/TIB-7142.*
10.2 Identify the skills and personality traits necessary for successful entrepreneurship.	
10.3 Recognize the procedure for surveying the community to identify business possibilities.	
10.4 Identify opportunities for a home based business.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 12

Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 11: The learner will develop a business plan.

Objectives	Measures
11.1 Recognize ways to identify competition in business.	Refer to the VEC-HEE-C/TIB-7142.*
11.2 Identify the various costs of operating a business.	
11.3 Identify sources of financial support that may be sought.	
11.4 Identify legal matters pertaining to entrepreneurship.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 12 Skills/Subject Area: Home Economics Cooperative Education II

COMPETENCY GOAL 12: The learner will select and carry out a small business venture.

Objectives	Measures
12.1 Recognize the steps involved in establishing a small business.	Refer to the VEC-HEE-C/TIB-7142.*
12.2 Implement the steps in establishing a small business venture.	
12.3 Evaluate the small business venture.	

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*Refer to the Home Economics Cooperative Education Competency/Test-Item Bank. (VEC-HEE-C/TIB-7142). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Independent Living
Semester 1

I. Interpersonal Relationships

  A. Adult Roles
  B. Discovering Who You Are
  C. Lifestyles in American Society
  D. Methods by Which People Communicate
  E. Setting Goals
  F. Decision-Making Process

II. Resource Management

  A. Time Management
  B. Money Management
  C. Energy Management

III. Nutrition

  A. Food Choices
  B. Sources of Accurate Nutrition Information
  C. Food Costs
  D. Special Nutritional Needs
  E. Weight Control
  F. Meal Service and Manners

IV. Consumer Education

  A. Budgeting
  B. Credit
  C. Banking Services
  D. Insurance
  E. Transportation Needs
  F. Consumer Rights and Responsibilities

V. Careers

  A. Career Priorities and Goals
  B. Relationship Between Occupation and Lifestyle
  C. Multiple Roles
  D. Career Choices and Opportunities

Independent Living
Semester 2

I. Housing

- A. Housing Needs
- B. Types of Housing
- C. Community Resources
- D. Energy Conservation
- E. Legal Issues Affecting Housing

II. Clothing and Textiles

- A. Wardrobe Planning
- B. Textile Product Care
- C. Apparel Repair

III. Interpersonal Relationships

- A. Family Patterns
- B. Functions of Families
- C. Stages of Development
- D. Individual and Family Crisis
- E. Making Personal Commitments
- F. Attitudes Toward Masculinity and Femininity

IV. Parenting

- A. Planning for Parenthood
- B. Family Planning
- C. Basic Needs of Children

V. Careers

- A. Personal Plan for Becoming Employable
- B. Factors Related to Employability
- C. Securing Employment

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 1: The learner will recognize the various roles of the adult.

Objectives	Measures
1.1 Describe the basic needs of all individuals.	Refer to the VEC-HEE-C/TIB-7025, pp. I 1-4.*
1.2 Identify the roles portrayed by adults.	
1.3 Analyze skills and processes essential to functioning as a responsible adult.	I 5-6

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12   Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 2: The learner will recognize who he/she is and the person he/she could become.

Objectives	Measures
2.1 The learner will select, from a checklist, personal qualities that describe self.	Refer to the VEC-HEE-C/TIB-7025, pp, I 7-8.*
2.2 Identify factors that have contributed to his/her development as a person.	I 9-10
2.3 Examine roadblocks to adulthood.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 3: The learner will analyze lifestyles in the American society.

Objectives	Measures
3.1 Identify the major priorities and goals held in present society.	Refer to the VEC-HEE-C/TIB-7025, pp, I 11-12.*
3.2 Rank personal priorities in order of importance.	
3.3 Describe factors that influence lifestyle choices.	I 15-19
3.4 Summarize the advantages and disadvantages of different lifestyles in relation to self, family, and society.	I 20-21

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 4: The learner will describe the communication process and types of communication.

Objectives	Measures
4.1 Recognize types of communication.	Refer to the VEC-HEE-C/TIB-7025, pp. I 22-25.*
4.2 Explain each element of the communication process.	
4.3 Identify patterns of communication.	Refer to the VEC-HEE-C/TIBS-7025.**
4.4 Demonstrate effective communication skills and strategies in problem solving situations.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 5: The learner will explain the influence of conscious decision making on goal achievement.

Objectives	Measures
5.1 State the relationship between long and short term goals.	Refer to the VEC-HEE-C/TIB-7025, pp. I 26-28.*
5.2 Explain the interrelationship of decisions that must be made to reach goals (particularly during stress and crisis).	I 29-41
5.3 Evaluate the role of communication in decision-making and goal attainment.	
5.4 Apply the decision-making process to make individuals and group decisions.	Refer to the VEC-HEE-C/TIB-7025, pp. PT 9-19.*
5.5 Analyze the impact of peer pressure on decision making.	PT 1-8

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 6: The learner will demonstrate effective use of resources.

Objectives	Measures
6.1 Prepare a time schedule designed to accomplish daily, weekly, and monthly goals.	Refer to the VEC-HEE-C/TIB-7025, pp. M 1-7.*
6.2 Prepare a financial budget based on total income, energy, and time.	M 8-14
6.3 Identify changes in needs and resources throughout the life cycle; money, time, energy, etc.	M 15-17
6.4 Explain the relationship between motivation and effective management.	M 18-19

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 **Skills/Subject Area:** Independent Living
Semester 1

COMPETENCY GOAL 7: The learner will demonstrate knowledge of factors which affect food choices.

Objectives	Measures
7.1 Relate personal food likes and dislikes to social, cultural, and parental influences.	Refer to the VEC-HEE-C/TIB-7025, pp. N 1-11.*
7.2 Utilize label information in food buying decisions.	Refer to the VEC-HEE-C/TIBS-7025.**
7.3 Evaluate the effects of advertising and marketing influences on food choices.	
7.4 Identify accurate sources of nutrition information.	N 41-44*
7.5 Explain appropriate methods of food storage.	Refer to the VEC-HEE-C/TIBS-7025.

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 8: The learner will demonstrate knowledge of recommended dietary guidelines.

Objectives	Measures
8.1 Distinguish similarities and differences in recommended dietary allowances for each developmental stage of life cycle and special needs individuals.	Refer to the VEC-HEE-C/TIB-7025, pp. N 45-53.*
8.2 Plan a personal diet according to RDA.	
8.3 Illustrate nutritionally adequate meals within budgetary constraints.	Refer to the VEC-HEE-C/TIBS-7025.**
8.4 Summarize the relationship of food to health, appearance, social acceptance, and self-concept.	N 57-59*

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 9: The learner will demonstrate meal service and manners for social usage.

Objectives	Measures
9.1 Recognize tableware and items used in meal service.	Refer to the VEC-HEE-C/TIBS-7025.*
9.2 Demonstrate proper and improper table etiquette.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 10: The learner will evaluate means of weight control.

Objectives	Measures
10.1 Describe the relationship between eating habits, activity levels, and weight for various individuals.	Refer to the VEC-HEE-C/TIB-7025, pp. N 12-32.*
10.2 Apply techniques of behavior modification to weight control for self and others.	N 33-34

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 11: The learner will explain the relationship of resources to lifestyle.

Objectives	Measures
11.1 Construct a budget to achieve specific goals.	Refer to the VEC-HEE-C/TIB-7025, pp. CE 1-11.* Refer to the VEC-HEE-C/TIBS-7025.**
11.2 Explain the advantages and disadvantages of different types of credit.	CE 12-13*
11.3 Demonstrate the use of banking services.	CE 20-23* Refer to the VEC-HEE-C/TIBS-7025.**
11.4 Identify the functions of insurance as a risk sharing/ protective activity.	CE 24-30*

*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living Semester 1

COMPETENCY GOAL 12: The learner will analyze transportation needs and resources.

Objectives	Measures
12.1 Identify factors to consider in choosing to buy an automobile.	Refer to the VEC-HEE-C/TIBS-7025.**
12.2 Describe the process of purchasing an automobile.	
12.3 Identify common elements of automobile maintenance and repair in regard to cost, frequency, and possible causes.	
12.4 Identify alternative sources of transportation.	

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 13: The learner will identify rights and responsibilities in the market place.

Objectives	Measures
13.1 Distinguish between ethical and deceptive or fraudulent practices.	Refer to the VEC-HEE-C/TIB-7025, pp. CE 34-35.*
13.2 Identify appropriate procedures for redress for deceptive or fraudulent practices.	CE 36-43

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 14: The learner will synthesize factors to be considered when selecting an occupation.

Objectives	Measures
14.1 Assess personal interests, qualities, and abilities with regard to career goals.	Refer to the VEC-HEE-C/TIB-7025, pp. C 12-14.*
14.2 Analyze the relationship between personal values and choice of occupation.	C 4-11
14.3 Identify the multiple roles assumed by an individual in various occupations.	C 1-3

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 1

COMPETENCY GOAL 15: The learner will identify existing and emerging occupational opportunities for self.

Objectives	Measures
15.1 Describe the outlook for jobs within 5 years.	Refer to the VEC-HEE-C/TIB-7025, pp. C 15-18.*
15.2 Compare opportunities in the local job market with regional and national opportunities.	C 19
15.3 Identify the education and/or training necessary for entry into three occupations.	C 20-22
15.4 List job opportunities on a career ladder for personally selected occupations.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 16: The learner will compare housing needs to various life stages.

Objectives	Measures
16.1 Analyze basic housing needs of individuals at various stages of the life cycle.	Refer to the VEC-HEE-C/TIB-7025, pp. H 1-10.*
16.2 Explain how specific living situations not defined within the family life cycle affects housing needs.	H 11-13
16.3 List the advantages and disadvantages of types of housing and location.	H 14-15
16.4 Select appropriate housing for individual/family given specific constraints.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 17: The learner will assess housing in terms of safety, zoning space, energy efficiency, acquisition, and cost.

Objectives	Measures
17.1 List sources of help in locating and acquiring housing.	Refer to the VEC-HEE-C/TIB-7025, pp. H 16-19.*
17.2 Compare the options of renting and buying.	H 20-31
17.3 Analyze dwellings in terms of safety, zoning, efficiency, and cost.	H 32-38
17.4 Explain the conditions of legal agreements as they relate to governmental regulations.	H 39-47

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 18: The learner will analyze the principles of wardrobe planning.

Objectives	Measures
18.1 Analyze the cultural and phychological influences upon clothing choices.	Refer to the VEC-HEE-C/TIB-7025.* Refer to the VEC-HEE-C/TIBS-7025.**
18.2 Identify natural and manmade fibers and their characteristics.	
18.3 After determining figure type, select clothes which enhance appearance and self-concept.	
18.4 Select clothing appropriate for season and occasion.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 19: The learner will demonstrate the care of textiles.

Objectives	Measures
19.1 Identify various products and processes for cleaning clothes and other textile products.	Refer to the VEC-HEE-C/TIBS-7025.**
19.2 Describe the daily, weekly, and seasonal storage of clothing.	

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 20: The learner will demonstrate basic alteration and repair of apparel.

Objectives	Measures
20.1 Demonstrate appropriate techniques of lengthening and shortening a garment.	Refer to the VEC-HEE-C/TIBS-7025.**
20.2 Replace or add fasteners: buttons, zippers, snaps, hooks and eyes, etc.	
20.3 Demonstrate appropriate techniques of seam repair and hem repair.	

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 21: The learner will analyze the stages of development.

Objectives	Measures
21.1 Write a definition of the family as defined by society today.	Refer to the VEC-HEE-C/TIB-7025, pp. F 1-5.*
21.2 Compare the roles and functions of past and present families and societies.	F 6-8
21.3 Describe the stages of development.	F 11-15
21.4 Define family dysfunctioning.	Refer to the VEC-HEE-C/TIBS-7025.** F 33-34*
21.5 Explain causes of family dysfunctioning.	Refer to the VEC-HEE-C/TIBS-7025.**
21.6 Identify sources of aid and support to persons in crisis situations.	F 45-48*

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 22: The learner will analyze personal readiness for serious commitments.

Objectives	Measures
22.1 Distinguish between love, infactuation, and sexual gratification.	Refer to the VEC-HEE-C/TIB-7025, pp. F 9-10.*
22.2 Analyze the types of love relationships.	
22.3 Identify the stages of love.	
22.4 Describe the qualities of a mature love relationship.	F 27-30
22.5 Identify factors to consider when selecting a mate.	

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
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Semester 2

COMPETENCY GOAL 23: The learner will describe how society shapes attitudes toward adult roles.

Objectives	Measures
23.1 List factors that have influenced his/her attitude toward adult roles.	Refer to the VEC-HEE-C/TIB-7025, pp. F 16-19.*
23.2 Describe the impact of bias sex role stereotyping.	
23.3 Explain the relationship of current family functions, roles, and beliefs to societal attitudes about roles and responsibilities.	
23.4 Describe unusual or alternative roles and responsibilities presently assumed by males/females.	
23.5 Explain the results of communicable diseases.	Refer to the VEC-HEE-C/TIBS-7025.**

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* Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

**Refer to the North Carolina Supplement to Adult Roles and Functions, Objective Based Testing. (1988).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 24: The learner will explain the responsibilities of parenthood.

Objectives	Measures
24.1 Identify mature and immature reasons for having children.	Refer to the VEC-HEE-C/TIB-7025, pp. P 4-7.*
24.2 Rank family planning methods according to effectiveness.	P 14-20
24.3 Describe the basic needs of children.	P 29-30, P 41-42

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 11-12 Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 25: Develop a personal plan for becoming employable.

Objectives	Measures
25.1 Choose desirable qualifications of an employee.	Refer to the VEC-HEE-C/TIB-7025, pp. C 23-25.*
25.2 Assess personal employabilities.	C 26
25.3 Identify attitudes, activities, and commitments that enhance career advancement.	C 41-42
25.4 Identify reasons for career redirection and determine ways that redirection can be accomplished.	C 43-45

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

VOCATIONAL EDUCATION
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Grade Level: 11-12

Skills/Subject Area: Independent Living
Semester 2

COMPETENCY GOAL 26: Use skills related to securing employment.

Objectives	Measures
26.1 Identify sources of information about job availability.	Refer to the VEC-HEE-C/TIB-7025, pp. C 27-28.*
26.2 Interpret job qualifications.	C 29-30
26.3 Complete an application form for a job.	C 31-33
26.4 Demonstrate ability to interview for a job.	C 34-37

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*Refer to the West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions, Objective Based Testing. (1982).

INTERIOR DESIGN AND HOUSING
Semester 1

I. Planning for the Interior of the Home

  A. Societal Changes That Influences
    1. changing lifestyles
    2. variation of family
    3. increase in 2-jobs middle-income households
    4. increase of leisure time
    5. inflation/depression
    6. political influences
  B. Technological Influences on Interior Design
    1. development of computers for use in the home
    2. manmade materials
    3. security and safety devices

II. Design in the Home

  A. The Basics of Design
  B. The Elements of Design
  C. The Principles of Design

III. The Magic of Color

  A. The Use of Color in Design
    1. classification of color
    2. special uses of color
  B. Factors Influencing Color Choices
    1. personal preference
    2. color in relation to setting
    3. other factors in color selection
  C. Applying Design Principles to the Use of Color

IV. Interior Backgrounds

  A. Floors
  B. Windows and Window Treatments
  C. Wall Treatments

V. Furnishing the Interior

  A. Securing Home Furnishings
    1. sources of home furnishings
    2. shopping guidelines
  B. Furniture Design and Construction
  C. Furniture Selection and Coordination
  D. Selecting Household Textiles
  E. Selecting Household Equipment
  F. Choosing Accessories for the Home
  G. Money-Saving Techniques for Decorating

VI. Maintaining a Home Environment

   A. Providing a Safe and Attractive Environment
   B. Home Care and Maintenance
   C. Caring for Selected Home Furnishings and Accessories
   D. Organizing and Managing Storage

VII. Careers in Interior Design

INTERIOR DESIGN AND HOUSING
Semester 2

I. Geographic and Societal Influences on Family Housing

  A. Influence of Geographic and Cultural Differences on Housing
  B. Effects of City Growth on Housing and Living Conditions
  C. Effects of Government Decisions on Housing

II. Selecting a Place to Live

  A. Factors Influencing Housing Choices
    1. individual and housing choices
    2. limiting factors
  B. Selecting Suitable Housing
    1. evaluating housing choices
    2. housing alternatives
  C. Interior Construction Features
    1. features that enhance comfort, convenience, and aesthetic value
    2. features to meet the needs of the handicapped and the elderly
    3. influence of technological advances on interior construction
  D. Extending Living Space With Outdoor Areas

III. Financial and Legal Aspects of Housing

  A. Financial and Legal Aspects of Renting a Place to Live
  B. Financial Information for Potential Home Buyers
  C. Community Resources for Potential Home Buyers

IV. Comfort, Conservation, and Safety

  A. Wiring and Electrical Needs
  B. Plumbing Requirements
  C. Heating and Cooling Systems
  D. Conservation Techniques

V. General Home Repairs

  A. Rules for Safety
  B. Basic Tool Requirements
  C. Repairing Wood Work
  D. Repairing Plumbing

VI. Exterior Construction

  A. Styles of Houses
  B. Materials Used for Exterior Construction
  C. Methods of Home Construction

VII. Careers in Housing

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 1: The learner will analyze changes in society which influence interior design.

Objectives	Measures
1.1 Explain how changing lifestyles have influenced the design of home interiors.	Refer to the VEC-HEE-C/TIB-7055.*
1.2 Explain how inflation/depression affects choices in home furnishings.	
1.3 Examine the influence of the political climate on home furnishing choices.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 2: The learner will analyze changes in technology which have influenced interior design.

Objectives	Measures
2.1 Describe how changes in interior design have resulted from technological influence.	Refer to the VEC-HEE-C/TIB-7055.*
2.2 Describe how changes in security and safety devices have resulted from technological influence.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 3: The learner will apply the basic elements and principles of design to decorating the living space.

Objectives	Measures
3.1 Identify the principles of design.	Refer to the VEC-HEE-C/TIB-7055.*
3.2 Explain how the principles of design apply to color as well as line, area and shape.	
3.3 Demonstrate use of design elements and principles of design in the home.	

*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 4: The learner will apply the basic design principles to the use of color.

Objectives	Measures
4.1 Define the dimension of color.	Refer to the VEC-HEE-C/TIB-7055.*
4.2 Classify and identify color harmonies.	
4.3 Identify factors that influence color choices.	
4.4 Apply the principles of designs to the use of color.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 5: The learner will demonstrate how to select and use floor coverings effectively.

Objectives	Measures
5.1 Describe and give examples of the main types of floor coverings.	Refer to the VEC-HEE-C/TIB-7055.*
5.2 Identify factors that determine suitability of floor covering.	
5.3 Relate the suitability of a floor covering to the home interior situation.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 6: The learner will demonstrate how to select and use window treatments.

Objectives	Measures
6.1 Identify the purposes, classification, types of mountings and parts of a window.	Refer to the VEC-HEE-C/TIB-7055.*
6.2 Relate the types of window shades, shutters and blinds and their suitable use as window treatments.	
6.3 Identify basic window treatments, special over-treatments and decorative features.	
6.4 List the steps to follow in deciding upon a window treatment for a variety of windows.	
6.5 Select fabric for specific drapery on curtain construction.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 7: The learner will demonstrate how to select and use wall treatments effectively.

Objectives	Measures
7.1 Identify types of wall treatment used in the home.	Refer to the VEC-HEE-C/TIB-7055.*
7.2 Identify the considerations to be made before choosing a wall treatment.	
7.3 Define terms related to painting and wall papering.	
7.4 Compute the amount of wall covering needed for a given area.	
7.5 Demonstrate correct procedures for applying wall coverings.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 8: The learner will examine available choices for securing home furnishings to meet individual/family need.

Objectives	Measures
8.1 Use the decision-making process when choosing furniture to meet individual and family needs.	Refer to the VEC-HEE-C/TIB-7055.*
8.2 Identify available means for securing home furnishings.	
8.3 Select home furnishings to meet the needs of a specific individual or family.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Interior Design/Housing Semester 1

COMPETENCY GOAL 9: The learner will analyze the design features, construction techniques and materials used in different types of furniture.

Objectives	Measures
9.1 Classify furniture pieces according to period.	Refer to the VEC-HEE-C/TIB-7055.*
9.2 Describe the characteristics of and signs of quality in the various materials used for furniture.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 10: The learner will describe how to coordinate furniture for function and beauty.

Objectives	Measures
10.1 Discuss guidelines for choosing home furnishings.	Refer to the VEC-HEE-C/TIB-7055.*
10.2 Identify factors to consider when arranging furniture.	
10.3 Select and arrange furniture for different areas.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

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Semester 1

COMPETENCY GOAL 11: The learner will evaluate household textiles from the standpoint of function and decorative use.

Objectives	Measures
11.1 Develop guidelines for selecting household textiles that are functional and decorative.	Refer to the VEC-HEE-C/TIB-7055.*
11.2 Select lines that are appropriate in size, use, durability and design.	
11.3 Identify household textiles that are decorative as well as functional.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 12: The learner will analyze the selection of household equipment in terms of individual/family needs and resources available.

Objectives	Measures
12.1 Identify household equipment that is available.	Refer to the VEC-HEE-C/TIB-7055.*
12.2 Evaluate the features of selected household equipment.	
12.3 Use of decision-making process when choosing equipment for the home.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Semester 1

COMPETENCY GOAL 13: The learner will analyze accessory choices from the standpoint of functional and aesthetic value.

Objectives	Measures
13.1 Identify various types of decoration for walls and surfaces.	Refer to the VEC-HEE-C/TIB-7055.*
13.2 Compare the suitability of different accessories in the home.	
13.3 Choose wall and surface decoration in keeping with the character of the room and the preferences of occupants.	
13.4 Select plants and arrange flowers to complement the decorating scheme of a room.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 14: The learner will demonstrate how to improvise, construct, or renovate selected items of home furnishings to extend resources.

Objectives	Measures
14.1 Identify ways of improving furnishing using available resources.	Refer to the VEC-HEE-C/TIB-7055.*
14.2 Construct decorative accessories for the home.	
14.3 Refurbish existing home furnishings.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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COMPETENCY GOAL 15: The learner will demonstrate measures to promote home safety.

Objectives	Measures
15.1 Identify techniques for correction of safety hazards in and around the home.	Refer to the VEC-HEE-C/TIB-7055.*
15.2 Describe how to correct safety hazards in and around the home.	

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Skills/Subject Area: Interior Design/Housing
Semester 1

COMPETENCY GOAL 16: The learner will interpret benefits derived through provisions of safe and attractive environment in homes and community.

Objectives	Measures
16.1 Identify improvements that make a home safer.	Refer to the VEC-HEE-C/TIB-7055.*
16.2 Identify improvements that enhance the attractiveness of a home.	
16.3 Explain the benefits that are derived from a safer, more attractive home.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 17: The learner will demonstrate how to properly maintain the appearance and condition of the home for the well-being of the occupants.

Objectives	Measures
17.1 Discuss the importance of home maintenance.	Refer to the VEC-HEE-C/TIB-7055.*
17.2 Develop a schedule for maintaining a household efficiently.	
17.3 Identify work simplification tasks that save time and energy when caring for a home.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Semester 1

COMPETENCY GOAL 18: The learner will describe the care of selected home furnishings and accessories.

Objectives	Measures
18.1 Identify the proper equipment and cleaning products for special jobs such as floors, walls and cabinets.	Refer to the VEC-HEE-C/TIB-7055.*
18.2 Demonstrate the care of selected home furnishings and accessories.	

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COMPETENCY GOAL 19: The learner will describe basic principles for the selection and organization and storage needed for individual/family possessions.

Objectives	Measures
19.1 Identify storage needs of individuals and families.	Refer to the VEC-HEE-C/TIB-7055.*
19.2 List the factors to consider when choosing space and accessories.	
19.3 Demonstrate how to organize storage space for convenience and efficiency.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 1

COMPETENCY GOAL 20: The learner will explore career opportunities related to interior decorating.

Objectives	Measures
20.1 Identify career clusters related to interior design.	Refer to the VEC-HEE-C/TIB-7055.*
20.2 Discuss the qualifications and skills needed for interior design careers.	
20.3 Discuss the advantages and disadvantages of careers in interior design.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 21: The learner will analyze geographic and cultural differences in family housing.

Objectives	Measures
21.1 Discuss how housing differs according to geographical location.	Refer to the VEC-HEE-C/TIB-7055.*
21.2 Describe how cultural differences affect housing decisions.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 22: The learner will analyze the affects of the growth of cities on housing and living conditions.

Objectives	Measures
22.1 Identify trends in urban growth that affect housing.	Refer to the VEC-HEE-C/TIB-7055.*
22.2 Describe how housing trends are affected by urban growth.	
22.3 Describe how individual family living conditions are influenced by urban growth.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 23: The learner will interpret the influence that government decisions have on private homes, subsidized housing, and housing for the aging.

Objectives	Measures
23.1 Identify governmental agencies that have an affect on housing.	Refer to the VEC-HEE-C/TIB-7055.*
23.2 Investigate the facilities and accommodations available for the aging and economically disadvantaged.	
23.3 Discuss the responsibility of government agencies in making housing available for all segments of society.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 24: The learner will interpret factors which influence decisions on housing to meet individual and family needs.

Objectives	Measures
24.1 Identify factors affecting differences in housing needs of individuals and families.	Refer to the VEC-HEE-C/TIB-7055.*
24.2 Explain factors involved in meeting the different housing needs of individuals and families.	
24.3 Discuss criteria for evaluating suitability of housing alternatives in terms of individual/family needs.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 25: The learner will evaluate suitability of housing alternatives in terms of individual/family needs.

Objectives	Measures
25.1 Identify housing alternatives available.	Refer to the VEC-HEE-C/TIB-7055.*
25.2 Compare the advantages and disadvantages of renting or leasing.	
25.3 Compare the advantages and disadvantages of building or renting.	
25.4 Compare the advantages and disadvantages of buying or building a home.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

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Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 26: The learner will evaluate interior of housing in terms of comfort, convenience and aesthetic value.

Objectives	Measures
26.1 Recognize those features that enhance the comfort, convenience and aesthetic value.	Refer to the VEC-HEE-C/TIB-7055.*
26.2 Investigate ways to alter interiors to meet the needs of the handicapped.	
26.3 Describe technological advances on interior construction.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 27: The learner will describe how outdoor areas such as balconies, patios and terraces can extend living space.

Objectives	Measures
27.1 Identify various outdoor areas that extend living space.	Refer to the VEC-HEE-C/TIB-7055.*
27.2 Discuss how the outdoor areas extend living space.	

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VOCATIONAL EDUCATION
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Grade Level: 9-12 Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 28: The learner will interpret legal and financial aspects of renting a home.

Objectives	Measures
28.1 Describe the laws and regulations governing home rental or leasing.	Refer to the VEC-HEE-C/TIB-7055.*
28.2 Explain legal terms associated with home rental.	
28.3 Describe other costs associated with home rental.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Semester 2

COMPETENCY GOAL 29: The learner will interpret the financial and legal aspects of suitable housing.

Objectives	Measures
29.1 Recognize the factors to consider when determining how much to spend on housing.	Refer to the VEC-HEE-C/TIB-7055.*
29.2 Identify sources of home loans.	
29.3 Describe the major continuing costs associated with housing.	
29.4 Describe the major laws and regulations governing housing.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 30: The learner will describe community resources that aid in making housing decisions.

Objectives	Measures
30.1 Identify community resources that provide information on available housing.	Refer to the VEC-HEE-C/TIB-7055.*
30.2 Identify services provided by extension agents.	
30.3 Identify the function of Farm and Home Administration.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 31: The learner will interpret basic electric service requirements for the average home.

Objectives	Measures
31.1 Explain the electrical codes as described in the North Carolina Residential Building Code.	Refer to the VEC-HEE-C/TIB-7055.*
31.2 Identify basic electrical needs within the home.	
31.3 Recognize the cost of using large and small electrical appliances.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 32: The learner will define minimum plumbing needs for a house.

Objectives	Measures
32.1 Discuss the minimum plumbing requirements for residential structures.	Refer to the VEC-HEE-C/TIB-7055.*
32.2 Identify practices that can help conserve water.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 33: The learner will compare major heating fuels in terms of efficiency, cleanliness and costs.

Objectives	Measures
33.1 List seven different types of heating and cooling systems.	Refer to the VEC-HEE-C/TIB-7055.*
33.2 Evaluate major fuels in terms of efficiency, cleanliness and cost.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 34: The learner will describe techniques for conserving energy and other scarce resources.

Objectives	Measures
34.1 Identify energy-saving measures for utility systems and home design and construction.	Refer to the VEC-HEE-C/TIB-7055.*
34.2 Use practices which result in conservation of natural resources.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 35: The learner will perform simple home maintenance repairs.

Objectives	Measures
35.1 Recognize and use appropriate tools for making repairs.	Refer to the VEC-HEE-C/TIB-7055.*
35.2 Observe safety rules in working with tools.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 36: The learner will evaluate housing exterior from the standpoint of style, construction and techniques, and materials.

Objectives	Measures
36.1 Describe the different type of materials that may be used in exterior construction.	Refer to the VEC-HEE-C/TIB-7055.*
36.2 Discuss the advantages and disadvantages the different type of materials used in exterior construction.	
36.3 Identify the design and construction techniques used in different house styles.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Interior Design/Housing
Semester 2

COMPETENCY GOAL 37: The learner will explore career opportunities related to providing and maintaining housing.

Objectives	Measures
37.1 Describe specific job(s) in the housing field.	Refer to the VEC-HEE-C/TIB-7055.*
37.2 Relate personal aptitudes, interests, and limitations to possible careers in housing.	

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*Refer to the Interior Design/Housing Competency/Test-Item Bank. (VEC-HEE-C/TIB-7055). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

PARENTING AND CHILD DEVELOPMENT
Semester 1

I. Parenting Perspectives

  A. Parenthood Description
  B. Family Structures as Parenthood Settings

II. Parenting Roles and Relationships

  A. Traditional Roles
  B. Adoptive Family Roles
  C. Blended Family Roles
  D. Dual-Career Family Roles
  E. Single Parent Family Roles
  F. Substitute Parent Roles
  G. Teenage Parent Roles

III. Special Parenting Concerns

  A. Special Needs Children
  B. Child Abuse
  C. Stress and Family Crisis
  D. Media and Technology

IV. Community Resources

  A. Agencies
  B. Medical Sources
  C. Self-Help Groups

V. The Parenthood Decision

  A. Parenting Choices
  B. Decision-Making Considerations

VI. Pregnancy and Prenatal Development

  A. Hereditary and Environmental Influences
  B. Parental Traits for Healthy Babies
  C. Prenatal Development
  D. Healthy Pregnancy
  E. Prenatal Nutrition for Mother and Child

VII. Preparing for the Birth

  A. Preparation for the Baby's Arrival
  B. Birth

VIII. The Newborn and His Parents

  A. The Child
  B. The Mother
  C. The Father

PARENTING AND CHILD DEVELOPMENT
Semester 2

I. The Study of Children

- A. Advantages of Study
- B. History
- C. Influences of Childhood

II. Parent-Child Development

- A. Development
- B. Parenting Skills for Enhancement

III. The Infant

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

IV. The Toddler

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

V. The Preschooler

- A. Physical Development
- B. Emotional and Social Development
- C. Mental Development
- D. Ways to Encourage Development
- E. Nutrition

VI. Guidance

- A. Parenting Styles
- B. Guidance Principles

VII. Exceptional Children

- A. Definition
- B. Similarities to Other Children
- C. Assistance

VIII. Child Care and Educational Experiences

- A. Types
- B. Selection of Quality Experiences

IX. Child Development Career Opportunities

- A. Professional Opportunities
- B. Adolescent Opportunities
- C. Qualifications

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 1: The learner will describe parenthood.

Objectives	Measures
1.1 Define the term parenting.	Refer to the VEC-HEE-C/TIB-7065.*
1.2 Preceive parenting as a commitment.	
1.3 Explain the responsibilities of parenting.	
1.4 Investigate parenthood as a possible life goal.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 2: The learner will analyze the types of family structures that serve as a setting for parenthood in our culture.

Objectives	Measures
2.1 Define the term family.	Refer to the VEC-HEE-C/TIB-7065.*
2.2 Analyze functions of families.	
2.3 Compare types of family structures.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 3: The learner will give examples of parenting roles and relationships.

Objectives	Measures
3.1 Define role.	Refer to the VEC-HEE-C/TIB-7065.*
3.2 Identify traditional roles fulfilled by family members.	
3.3 Identify traditional roles fulfilled by other people in the child's life.	

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VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 4: The learner will analyze parenting roles and relationships in adoptive parenting.

Objectives	Measures
4.1 Identify reasons for adoption.	Refer to the VEC-HEE-C/TIB-7065.*
4.2 Locate adoption agencies.	
4.3 Explain procedures for adoption.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 5: The learner will analyze parenting roles and relationships in the blended family.

Objectives	Measures
5.1 Recognize sources of blended families.	Refer to the VEC-HEE-C/TIB-7065.*
5.2 Outline concerns of blended families.	
5.3 Describe ways roles and relationships between children and parents in blended families differ from those in other families.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development Semester 1

COMPETENCY GOAL 6: The learner will analyze parenting roles and relationships in the dual-career family.

Objectives	Measures
6.1 Identify advantages and concerns of dual-career families.	Refer to the VEC-HEE-C/TIB-7065.*
6.2 Describe ways roles and relationships between children and parents differ from those in other families.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 7: The learner will analyze parenting roles and relationships in the single parent family.

Objectives	Measures
7.1 Identify factors resulting in single parenthood.	Refer to the VEC-HEE-C/TIB-7065.*
7.2 Explain concerns of single parents.	
7.3 Describe ways roles and relationships between the child and the single parent differ from those in other families.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 8: The learner will analyze the parenting roles and relationsips of substitute or surrogate parents.

Objectives	Measures
8.1 Give examples of reasons individuals choose to foster parent.	Refer to the VEC-HEE-C/TIB-7065.*
8.2 Identify circumstances in which foster parenting is in the best interest of children.	
8.3 Identify parenting roles and relationships of grandparents, in-laws, and other relatives.	
8.4 Recognize parenting roles and relationships of neighbors, friends, and caregivers.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

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Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 9: The learner will analyze the parenting roles and relationships of teenage parents.

Objectives	Measures
9.1 Give examples of ways the role of teenage parent can affect the relationship between parent and child.	Refer to the VEC-HEE-C/TIB-7065.*
9.2 Analyze problems and special needs that teenage parents face in their parenting role.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 10: The learner will analyze special parenting concerns in today's environment.

Objectives	Measures
10.1 Explain the challenges of parenting special needs children.	Refer to the VEC-HEE-C/TIB-7065.*
10.2 List factors associated with child abuse.	
10.3 Describe ways parents can assist children in dealing with stress and family crisis.	
10.4 Outline ways parents can help children in using media and technology for personal development and enjoyment.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 11: The learner will identify sources of community support for parents.

Objectives	Measures
11.1 Recognize parents are not self-sufficient.	Refer to the VEC-HEE-C/TIB-7065.*
11.2 Identify community agencies, medical sources, and self-help groups that provide support for parents.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 12: The learner will analyze the parenthood decision-making process.

Objectives	Measures
12.1 Give examples of reasons individuals become parents.	Refer to the VEC-HEE-C/TIB-7065.*
12.2 Give examples of reasons individuals choose not to become parent.	
12.3 Identify alternatives to natural parenting.	
12.4 Explain parenthood decision-making considerations.	
12.5 Analyze ways to plan parenthood.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 13: The learner will describe the hereditary and environmental influences on parental development.

Objectives	Measures
13.1 Describe ways personal characteristics are inherited.	Refer to the VEC-HEE-C/TIB-7065.*
13.2 Identify the causes of birth defects and ways they can be diagnosed and prevented.	
13.3 Identify parental traits for healthy babies.	
13.4 Explain why teen pregnancies are considered high risk.	
13.5 Identify the types, purposes, and risks of prenatal tests.	
13.6 Describe the causes and alternatives for infertility.	
13.7 Compare the stages of prenatal development.	

*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 14: The learner will outline the characteristics of a healthy pregnancy.

Objectives	Measures
14.1 List the early signs of pregnancy.	Refer to the VEC-HEE-C/TIB-7065.*
14.2 Describe quality medical care during pregnancy.	
14.3 Distinguish between discomforts and complications of pregnancy.	
14.4 Give recommendations for a pregnant woman's activities, rest, exercise, personal care, and clothing.	
14.5 Describe emotional adjustment necessary during pregnancy.	
14.6 Identify pregnancy fallacies.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

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Skills/Subject Area: Parenting and Child Development Semester 1

COMPETENCY GOAL 15: The learner will plan a nutritionally adequate diet for a healthy mother and child.

Objectives	Measures
15.1 Name the Basic Four food groups and essential nutrients.	Refer to the VEC-HEE-C/TIB-7065.*
15.2 Identify nutritional needs of a pregnant woman.	
15.3 Compare the nutritional needs of a pregnant woman with those of a teenager.	
15.4 Explain how the mother's diet is related to the baby's development.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

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Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 16: The learner will outline preparations for the arrival of a baby.

Objectives	Measures
16.1 Define parental leave.	Refer to the VEC-HEE-C/TIB-7065.*
16.2 Describe preparations for family emotional and physical well-being during and immediately after birth.	
16.3 Identify supplies needed for a baby.	
16.4 Describe housing needs of a baby.	
16.5 List sources of childbirth education.	
16.6 Identify ways to select a pediatrician.	
16.7 Identify ways to select baby names.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 17: The learner will describe the events that occur during the birth of a baby.

Objectives	Measures
17.1 Identify the ways that labor begins.	Refer to the VEC-HEE-C/TIB-7065.*
17.2 Explain the three stages of labor.	
17.3 Describe hospital procedures during and after birth.	
17.4 Compare methods of delivery available.	

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VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 1

COMPETENCY GOAL 18: The learner will analyze the needs of the newborn and his parents.

Objectives	Measures
18.1 Describe characteristics of a newborn.	Refer to the VEC-HEE-C/TIB-7065.*
18.2 Identify needs for both parents and baby during the first six weeks after birth.	
18.3 Demonstrate procedures for the care of the newborn.	
18.4 Identify special needs of the premature child.	

*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 19: The learner will explain the relationship between learning about children and becoming a good parent.

Objectives	Measures
19.1 List the advantages of studying about children.	Refer to the VEC-HEE-C/TIB-7065.*
19.2 Compare childhood past and present in terms of health care, nutrition, dress, and parental attitudes.	
19.3 Explain how childhood experiences can influence one's present and future life.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 20: The learner will explain the relationship between development of both parents and children.

Objectives	Measures
20.1 Outline the principles of development.	Refer to the VEC-HEE-C/TIB-7065.*
20.2 Give examples of the way that both children and parents are developing at any given time.	
20.3 Identify developmental tasks for children.	
20.4 Analyze factors influencing the child's development.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

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Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 21: The learner will outline parenting skills that encourage the growth and development of children.

Objectives	Measures
21.1 Identify parenting skills.	Refer to the VEC-HEE-C/TIB-7065.*
21.2 Give examples of ways the use of parenting skills encourages the development of children.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 22: The learner will outline ways the infant grows and develops physically.

Objectives	Measures
22.1 Describe changes in body systems.	Refer to the VEC-HEE-C/TIB-7065.*
22.2 Recognize the sequence of motor skill development.	
22.3 Describe infant reflex behavior.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 23: The learner will outline ways the infant grows and develops emotionally and socially.

Objectives	Measures
23.1 Identify signs of emotional and social growth.	Refer to the VEC-HEE-C/TIB-7065.*
23.2 Explain the relationship between infant care and emotional and social development.	
23.3 Recognize personality types in infants.	
23.4 Identify social goals for infants.	
23.5 Describe the importance of attachments to emotional and social development.	

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VOCATIONAL EDUCATION
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Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 24: The learner will outline ways the infant grows and develops mentally.

Objectives	Measures
24.1 Give examples of infant learning through the senses.	Refer to the VEC-HEE-C/TIB-7065.*
24.2 Describe infant behavior that shows intellectual development.	
24.3 Give examples of Piaget's development stages.	
24.4 Summarize the sequence of language development.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 25: The learner will analyze ways to encourage the growth and development of children during infancy.

Objectives	Measures
25.1 Describe a growth environment that provides for physical care, health, and safety.	Refer to the VEC-HEE-C/TIB-7065.*
25.2 Identify resource management techniques for meeting infant care demands.	
25.3 Recognize that showing love and affection by responding to infant signals of distress encourages the development of a sense of trust.	
25.4 Identify ways to encourage infant development of communicating with infants through sound, touch, or visual stimuli.	
25.5 Give examples of learning activities that stimulate infant growth and development.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 26: The learner will describe ways to encourage the growth and development of infants by providing for their nutritional needs.

Objectives	Measures
26.1 Outline ways to meet infant nutritional needs.	Refer to the VEC-HEE-C/TIB-7065.*
26.2 Outline the sequence of food introductions for the infant.	
26.3 Identify guidelines for feeding the infant.	

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Grade Level: 9-12 Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 27: The learner will outline ways the toddler grows and develops physically.

Objectives	Measures
27.1 Describe changes in height, weight, and proportion.	Refer to the VEC-HEE-C/TIB-7065.*
27.2 Outline the dental developmental pattern.	
27.3 Contrast large and small motor skill development in one and two year olds.	
27.4 Explain when and how toddlers should begin toilet training.	

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VOCATIONAL EDUCATION
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Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 28: The learner will outline ways the toddler grows and develops emotionally and socially.

Objectives	Measures
28.1 Describe general patterns of emotional and social development in children ages one to three years.	Refer to the VEC-HEE-C/TIB-7065.*
28.2 Identify emotions of young children and describe ways toddlers express their emotions.	
28.3 Explain positive self-concept and outline how it can be developed.	
28.4 Describe typical social interactions of toddlers.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 29: The learner will outline ways the toddler grows and develops mentally.

Objectives	Measures
29.1 Describe the part each of the following play in mental development during toddlerhood: attention, memory, perception, reasoning, imagination, and curiosity.	Refer to the VEC-HEE-C/TIB-7065.*
29.2 Explain how concepts are developed.	
29.3 Summarize the process of speech development during toddlerhood.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 30: The learner will analyze ways to encourage growth and development during toddlerhood.

Objectives	Measures
30.1 Describe a safe and healthy environment that encourages the growth of toddler independence.	Refer to the VEC-HEE-C/TIB-7065.*
30.2 List ways to manage resources to avoid stress and fatigue.	
30.3 Tell ways to communicate with toddlers that encourages language development.	
30.4 Recognize that encouragement and praise reassure the toddlers of love and affection.	
30.5 Give examples of learning activities that stimulate toddlers growth and development.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 31: The learner will describe ways to encourage the growth and development of toddlers by providing for their nutritional needs.

Objectives	Measures
31.1 Outline ways to meet toddler nutritional needs.	Refer to the VEC-HEE-C/TIB-7065.*
31.2 Outline guidelines for feeding the toddler that encourages good nutrition.	
31.3 State factors that influence a toddler's food choices.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 32: The learner will outline ways the preschooler grows and develops physically.

Objectives	Measures
32.1 Describe normal physical growth for children three, four, and five years of age.	Refer to the VEC-HEE-C/TIB-7065.*
32.2 Outline gross-motor and fine-motor skill development.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 33: The learner will outline ways the preschooler grows and develops emotionally and socially.

Objectives	Measures
33.1 Explain the value of play in promoting emotional and social growth.	Refer to the VEC-HEE-C/TIB-7065.*
33.2 Explain the way conscience and personal priorities are formed.	
33.3 Outline the development of sociability in children ages three to five years.	
33.4 Describe typical childhood fears and ways to relieve these fears.	
33.5 Explain how preschoolers learn gender roles.	

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*Refer to the Parenting and Child Development Competency/Test-Item Bank. (VEC-HEE-C/TIB-7065). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 34: The learner will outline ways the preschooler grows and develops mentally.

Objectives	Measures
34.1 Describe the mental processes of typical preschoolers.	Refer to the VEC-HEE-C/TIB-7065.*
34.2 Identify concepts children learn during the preschooler stage.	
34.3 Outline the language development of preschoolers and identify possible speech problems.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 35: The learner will analyze ways to encourage growth and development of the preschooler.

Objectives	Measures
35.1 Describe a safe and healthy environment that encourages social interaction and participation in activities outside the home.	Refer to the VEC-HEE-C/TIB-7065.*
35.2 Describe an environment that encourages acceptance of responsibilities.	
35.3 Outline ways to manage resources that permit the adjustment of family routines to meet the needs of growing children.	
35.4 Identify ways parents can communicate with preschoolers by listening and responding to questions.	
35.5 Identify the importance of showing love and affection to preschoolers by giving praise and reassurance.	
35.6 Give examples of learning activities that stimulate the growth and development of the preschooler.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development Semester 2

COMPETENCY GOAL 36: The learner will describe ways to enhance the growth and development of the preschooler by providing for their nutritional needs.

Objectives	Measures
36.1 Give examples of meals and snacks that meet the nutritional needs of the preschoolers.	Refer to the VEC-HEE-C/TIB-7065.*
36.2 Outline guidelines for feeding preschoolers that encourages the development of good eating habits.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 37: The learner will analyze techniques for guiding the behavior of young children.

Objectives	Measures
37.1 Analyze the three styles of parental guidance.	Refer to the VEC-HEE-C/TIB-7065.*
37.2 Explain ways to guide children by providing a safe, consistent environment.	
37.3 Give examples of ways to guide children toward self-discipline.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 38: The learner will describe exceptional children.

Objectives	Measures
38.1 Define the term exceptional children.	Refer to the VEC-HEE-C/TIB-7065.*
38.2 Explain the similarities between exceptional and other children.	
38.3 Give examples of exceptionality in children.	
38.4 List steps for getting special help for exceptional children.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 39: The learner will outline the characteristics of good provider care in individual and group settings.

Objectives	Measures
39.1 Describe the types of care available for infants, toddlers, and preschoolers.	Refer to the VEC-HEE-C/TIB-7065.*
39.2 Describe the qualities of good care givers.	
39.3 List guidelines for choosing provider care for infants, toddlers, and preschoolers.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-12

Skills/Subject Area: Parenting and Child Development
Semester 2

COMPETENCY GOAL 40: The learner will identify wage-earning occupations and careers which use skills developed in the study of children.

Objectives	Measures
40.1 Give examples of child-related careers.	Refer to the VEC-HEE-C/TIB-7065.*
40.2 List personal qualities needed for success in the field of child care.	
40.3 Describe several jobs for which teenagers with child development skills are qualified.	

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TEEN LIVING
Semester 1

I. Introduction

- A. Responsibility
- B. Appreciation
- C. Human Relationships
- D. Self-Image
- E. Coping/Surviving
- F. World Influence
- G. Energy Concerns
- H. Recycling
- I. Leadership Qualities
- J. Career Awareness

II. Coping With Today

- A. Taking Charge
- B. Leadership
- C. Coping With the World
- D. Coping With Careers

III. Nutrition and Foods

- A. Meeting Nutritional Needs
- B. Buying, Storing, Preserving Food
- C. Safety and Sanitation
- D. Preparing and Serving Food
- E. Career Awareness

IV. Child Development

- A. Children and Teen Relationships
- B. Development of Children
- C. Care of Children
- D. Career Awareness

V. Family Living/Parenthood

- A. Families Today
- B. Developing in the Family
- C. Improving Relationships
- D. Parenthood
- E. Families Cope to Survive
- F. Career Awareness

TEEN LIVING
Semester 2

I. Introduction

- A. Responsibility
- B. Appreciation
- C. Human Relationships
- D. Self-Image
- E. Coping/Surviving
- F. World Influence
- G. Energy Concerns
- H. Recycling
- I. Leadership Quailities
- J. Career Awareness

II. Coping With Today

- A. Taking Charge
- B. Leadership
- C. Coping With the World
- D. Coping With Careers

III. Consumer Education

- A. You as a Consumer/Prosumer
- B. Needs vs Wants
- C. Buymanship
- D. Consumer Rights and Responsibilities
- E. Spending Less/Consuming Less
- F. Career Awareness

IV. Clothing and Textiles

- A. Influences on Clothing Choices
- B. Acquiring Clothing
- C. Clothing Care
- D. Simple Project Construction
- E. Career Awareness

V. Housing

- A. My Home
- B. My Family's Home
- C. The Home and Resource Management
- D. Technology
- E. Career Awareness

VI. Management

- A. Why Should I Manage
- B. Decision-Making
- C. Resource Management
- D. I Have a Plan
- E. Keep the Show on the Road
- F. Productivity the Easy Way
- G. Career Awareness

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Introductory
Semester 1

COMPETENCY GOAL 1: The learner will explain factors and circumstances which lead to a good quality of life.

Objectives	Measures
1.1 Explain why taking responsibility helps direct our own lives.	Refer to the VEC-HEE-C/TIB-7015.*
1.2 Identify things to appreciate in our lives that we often take for granted.	
1.3 Identify reasons why it is important for teenagers to develop good relationships with the people in their lives.	
1.4 Describe how a person would like to view oneself.	
1.5 Explain why people use defense mechanism in coping.	
1.6 Explain why the world is called a "global village."	
1.7 Give reasons for conserving our nonrenewable energy supply.	
1.8 Give reasons for becoming more conservative of scarce natural resources.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 Skills/Subject Area: Teen Living/Introductory Semester 1

COMPETENCY GOAL 2: The learner will describe ways in which FHA/HERO can develop leadership and lead to career opportunities.

Objectives	Measures
2.1 Identify reason to develop leadership skills.	Refer to the VEC-HEE-C/TIB-7015.*
2.2 Identify opportunities to develop leadership qualities through FHA/HERO chapter activities.	
2.3 Identify basic parliamentary procedures to follow.	
2.4 Identify ways teenagers can gain experiences that lead to career success.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Coping With Today
Semester 1

COMPETENCY GOAL 3: The learner will use coping strategies appropriate for teenagers to cope with the physical, social, and emotional maturation process.

Objectives	Measures
3.1 Identify problems that teenagers face and categorize by type of problem.	Refer to the VEC-HEE-C/TIB-7015.*
3.2 Identify the reasons why problems in human relationships may arise in which teenagers face.	
3.3 Predict consequences of responsible and irresponsible actions and attitudes toward self and others.	
3.4 Identify ways and reasons why parents and school encourage giving or delaying symbols of maturity.	
3.5 Identify certain influences on teenagers that may be destructive to one's self-image.	
3.6 Identify constructive coping strategies to deal with each potentially destructive influence on self-image.	
3.7 Apply coping strategies for dealing with problems.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 **Skills/Subject Area:** Teen Living/Coping With Today
Semester 1

COMPETENCY GOAL 4: The learner will identify and use skills in coping with ineffective leadership.

Objectives	Measures
4.1 Identify characteristics of an effective leader.	Refer to the VEC-HEE-C/TIB-7015.*
4.2 Identify strategies for dealing with ineffective leadership.	
4.3 Identify leadership strategies which are effective in group situations.	
4.4 Apply leadership strategies in FHA/HERO activities and in other group experiences.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Coping With Today
Semester 1

COMPETENCY GOAL 5: The learner will demonstrate ways teenagers can cope with global condition's effect on resources.

Objectives	Measures
5.1 Identify ways current conditions and events in the nation and world affect the lives of teenagers.	Refer to the VEC-HEE-C/TIB-7015.*
5.2 Describe the effects of different attitudes and practices on future energy availability.	
5.3 List attitudes that might be expressed when determining whether to recycle an item versus purchase of a new item.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 Skills/Subject Area: Teen Living/Coping With Today
Semester 1

COMPETENCY GOAL 6: The learner will describe factors to consider in career planning.

Objectives	Measures
6.1 Describe how the same attitudes that affect performance at school can affect performance on the job.	Refer to the VEC-HEE-C/TIB-7015.*
6.2 Identify the curriculum tracks available in the school and relate class choices to career decisions.	
6.3 Identify the pros and cons of self-employment as a means of coping with a problem.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Nutrition and Foods
Semester 1

COMPETENCY GOAL 7: The learner will plan and prepare nutritionally balanced meals for teenagers.

Objectives	Measures
7.1 Identify changes that need to be made in eating habits to ensure teenagers eating a nutritious diet.	Refer to the VEC-HEE-C/TIB-7015.*
7.2 Identify ways self-image affects and is affected by the eating patterns of one's self and peers.	
7.3 Identify ways persons in leadership or "hero" roles can influence the food choices of others.	
7.4 Identify foods common to different cultures and explain reasons for their use in the cultures.	
7.5 Describe ways to gain, lose, or maintain weight and reason why weight may be uncontrollable.	
7.6 List diets considered to be "fad diets" and describe long term effects of using them.	
7.7 Compare nutritional needs (RDA) of different age groups.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Nutrition and Foods
Semester 1

COMPETENCY GOAL 7: The learner will plan and prepare nutritionally balanced meals for teenagers.

Objectives	Measures
7.8 Describe the special nutritional requirements for teenage athletes and/or pregnant teenagers.	Refer to the VEC-HEE-C/TIB-7015.*
7.9 Plan a day's food intake that is nutritionally adequate and that offers variety.	
7.10 Plan and prepare snacks that contribute to the total nutritional needs for the day.	
7.11 Plan nutritional meals for families that are quick and adaptable for a vareity of family eating schedules.	
7.12 Plan and conduct a good food habits campaign.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Nutrition and Foods
Semester 1

COMPETENCY GOAL 8: The learner will apply knowledge and skills in buying, storing, and serving food.

Objectives	Measures
8.1 Compare food choices available to a person at the present with those available to past generations.	Refer to the VEC-HEE-C/TIB-7015.*
8.2 Identify ways food availability and price are affected by world events and conditions.	
8.3 List practices that will provide better food buys.	
8.4 Describe ways to store foods to preserve freshness and insure safety.	
8.5 Demonstrate food preservation by one or more methods and explain safety factors involved.	
8.6 Develop a play for sharing the responsibilities among family members for purchasing, storing, and preparing food.	
8.7 List basic safety/sanitation rules to follow when preparing, serving, and storing food.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Nutrition and Foods
Semester 1

COMPETENCY GOAL 8: The learner will apply knowledge and skills in buying, storing, and serving food.

Objectives	Measures
8.8 Explain responsible behavior in using a piece of kitchen equipment or an appliance safely.	Refer to the VEC-HEE-C/TIB-7015.*
8.9 Identify ways of providing and preparing food and water for an emergency situation.	
8.10 Prepare nutritious hot and cold beverages for meals and entertainig.	
8.11 Prepare fruits and vegetables in a variety of ways suitable for meals and entertaining.	
8.12 Prepare eggs and other low-cost protein foods and explain how they can be used in different types of meals and snacks.	
8.13 Identify and demonstrate appropriate table manners.	
8.14 Plan, prepare, and serve nutritious food for entertaining.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Nutrition and Foods
Semester 1

COMPETENCY GOAL 8: The learner will apply knowledge and skills in buying, storing, and serving food.

Objectives	Measures
8.15 Plan and prepare nutritious, low-cost meals that are culturally acceptable to family members.	Refer to the VEC-HEE-C/TIB-7015.*
8.16 Plan and prepare a new dish from leftover food.	
8.17 Analyze a list of cooking methods, meal preparation procedures, and equipment in terms of nonrenewable energy use.	
8.18 Compare the food quality, time, and effort required when food is cooked with different types of equipment.	
8.19 Compare cost, taste, and time in preparing some basic foods from a mix and from scratch.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 Skills/Subject Area: Teen Living/Nutrition and Foods Semester 1

COMPETENCY GOAL 9: The learner will describe career opportunities in foods and nutrition.

Objectives	Measures
9.1 Describe the employment opportunities and requirements for a career in the foods and nutrition area.	Refer to the VEC-HEE-C/TIB-7015.*
9.2 Identify the pros and cons of a self-employment opportunity in foods and nutrition.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 Skills/Subject Area: Teen Living/Child Development Semester 1

COMPETENCY GOAL 10: The learner will examine reasons for quality interaction between younger children and teens.

Objectives	Measures
10.1 List reasons to appreciate younger children and ways of showing appreciation.	Refer to the VEC-HEE-C/TIB-7015.*
10.2 Predict the effects of teenagers on children.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Child Development
Semester 1

COMPETENCY GOAL 11: The learner will describe children's development.

Objectives	Measures
11.1 Explain the developmental sequence of children.	Refer to the VEC-HEE-C/TIB-7015.*
11.2 Explain the effect of relationships with significant others on the social development of children.	
11.3 State ways that a child's self-image can be enhanced in situations involving significant others.	
11.4 Give examples of ways children learn responsibility.	
11.5 Explain why play is an important part of a child's social, physical, emotional, and mental development.	
11.6 Identify ways that teenagers and adults can help children learn to cope in positive ways with problems they face.	
11.7 Explain how specific world situations could affect children.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Child Development
Semester 1

COMPETENCY GOAL 11: The learner will describe children's development.

	Objectives	Measures
11.8	Illustrate ways energy saving techniques may be taught to children.	Refer to the VEC-HEE-C/TIB-7015.*
11.9	List the leadership qualities that can be developed through a child development activity.	
11.10	Exhibit leadership skills in relation to a community need.	
11.11	Plan, organize, and carry out a caregiving activity for a preschool child.	
11.12	Explain ways to save non-renewable energy in the care of children in terms of safety and human energy demand.	
11.13	Identify proper safety precautions from situations involving safety hazards.	
11.14	Determine appropriate coping strategies from problem situations involving children.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Child Development
Semester 1

COMPETENCY GOAL 12: The learner will describe career opportunities in child development.

Objectives	Measures
12.1 Identify and describe career opportunities related to the care and development of children.	Refer to the VEC-HEE-C/TIB-7015.*
12.2 Identify the pros and cons of a self-employment opportunity in child care services.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Family Living/
Parenthood
Semester 1

COMPETENCY GOAL 13: The learner will describe internal and external influences on family life.

Objectives	Measures
13.1 Explain how factors in society can affect family life.	Refer to the VEC-HEE-C/TIB-7015.*
13.2 List roles and responsibilities that must be assumed by family members.	
13.3 Identify the influence world situations and cultural differences have upon family life in the U.S.	
13.4 Explain how factors within the family contribute to the formation of self-image.	
13.5 Describe ways the adolescent can show appreciation for young and older family members.	
13.6 Describe how leadership qualities can be developed by carrying out a family activity.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Family Living/
Parenthood
Semester 1

COMPETENCY GOAL 14: The learner will propose ways in which relationship can be improved and/or coped with.

Objectives	Measures
14.1 Predict the outcome when rights and responsibilities are in conflict.	Refer to the VEC-HEE-C/TIB-7015.*
14.2 Determine how conflicting role expectations affect family life.	
14.3 Distinguish between verbal and nonverbal communication.	
14.4 Identify the qualities that are important in developing good relationships with other people.	
14.5 List obligations, responsibilities, and consequences of teenage parents.	
14.6 Analyze coping/surviving techniques in a situation involving a family problem.	
14.7 Predict the effects of exploitation of a family member on the individual and the family unit.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Family Living/Parenthood
Semester 1

COMPETENCY GOAL 14: The learner will propose ways in which relationship can be improved and/or coped with.

Objectives	Measures
14.8 Develop a plan for family cooperation in the recycling of household items.	Refer to the VEC-HEE-C/TIB-7015.*
14.9 Develop a plan for reducing energy consumption within a household.	

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VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Family Living/Parenthood
Semester 1

COMPETENCY GOAL 15: The learner will describe career opportunities in family/parenthood oriented careers.

Objectives	Measures
15.1 Describe family/parenthood oriented careers and the preparation needed to assume a career in this area.	Refer to the VEC-HEE-C/TIB-7015.*
15.2 List the pros and cons of self-employment opportunities in the family/parenthood oriented careers.	
15.3 Describe how living skills learned within the family contribute to success.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Consumer Education
Semester 2

COMPETENCY GOAL 16: The learner will assess consumerism in terms of needs versus wants.

Objectives	Measures
16.1 Define consumer.	Refer to the VEC-HEE-C/TIB-7015.*
16.2 Identify the types of businesses and industries that are affected by teenage consumers.	
16.3 Identify situations that demonstrate positive interaction with sales personnel and managers.	
16.4 Develop a plan for improving the image of teenage consumers.	
16.5 Differentiate between needs versus wants of people.	
16.6 Describe how to become a responsible buyer.	
16.7 Evaluate how one's appearance and possessions influence self-image and opinions of others.	
16.8 Describe changes in spending patterns that me be necessary when family income changes.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Consumer Education
Semester 2

COMPETENCY GOAL 17: The learner will evaluate responsible buymanship practices.

Objectives	Measures
17.1 Identify aspects of buymanship that help the consumer survive in the marketplace.	Refer to the VEC-HEE-C/TIB-7015.*
17.2 Describe ways advertising techniques influence teenage consumers.	
17.3 Tell how each piece of information from specific labels contributes to wise consumer choices.	
17.4 List factors involved in making a "good" consumer decision-making choice of a product or a service.	
17.5 Describe the rights and responsibilities of the consumer and explain reasons teenagers should become responsible consumers who exercise their rights.	
17.6 Tell ways to use a given product safely and responsibly.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Consumer Education
Semester 2

COMPETENCY GOAL 17: The learner will evaluate responsible buymanship practices.

	Objectives	Measures
17.7	Describe the effects of shoplifting on businesses and on consumers.	Refer to the VEC-HEE-C/TIB-7015.*
17.8	Use leadership skill in exerting a positive influence in a consumer-related problem.	
17.9	Describe items that can be recycled.	
17.10	Compare the cost of ready-made goods with cost of material and time in making the items.	
17.11	Describe the affect of a specific world situation or event on the availability/cost of product(s).	
17.12	Tell how the cost of goods and services is affected by energy costs.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Consumer Education
Semester 2

COMPETENCY GOAL 18: The learner will describe career opportunities in the area of consumer services.

Objectives	Measures
18.1 List and describe a variety of careers in the area of consumerism.	Refer to the VEC-HEE-C/TIB-7015.*
18.2 List the pros and cons of self-employment opportunities in consumer services.	
18.3 Identify how consumer skills apply in situations related to self-employment.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Clothing and Textiles
Semester 2

COMPETENCY GOAL 19: The learner will evaluate the influences on clothing choices.

Objectives	Measures
19.1 Identify the "message" conveyed by various types of clothing.	Refer to the VEC-HEE-C/TIB-7015.*
19.2 Identify appropriate dress in relation to roles and different occasions.	
19.3 Identify relationships between clothing and self-image.	
19.4 Identify the possible motivation for choosing clothing from a series of pictures.	
19.5 Identify the ways peer pressure affects clothing choices.	
19.6 Compare the range of clothing choices today with those available in previous times.	
19.7 Identify ways clothing needs can be met when growth is rapid.	
19.8 Illustrate how energy consumption can be reduced through clothing selection and use.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Clothing and Textiles
Semester 2

COMPETENCY GOAL 19: The learner will evaluate the influences on clothing choices.

Objectives	Measures
19.9 Recognize the various cultural influences upon our clothing styles.	Refer to the VEC-HEE-C/TIB-7015.*
19.10 Evaluate how world economic factors influence production and availability on our clothing.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Clothing and Textiles
Semester 2

COMPETENCY GOAL 20: The learner will describe and demonstrate responsible practices in buying and caring for clothing.

Objectives	Measures
20.1 Describe responsible behavior in relation to a person's share of the family clothing budget.	Refer to the VEC-HEE-C/TIB-7015.*
20.2 Identify the details of each garment a person should check when buying the garment.	
20.3 Compare the advantages and disadvantages of buying and sewing different articles of clothing.	
20.4 Repair and/or alter a recycable garment to make it wearable.	
20.5 Tell the proper care of a particular garment from the clothing label.	
20.6 Demonstrate energy saving techniques in the care of clothing.	
20.7 Accept responsibility for laundry and other care of personal clothing.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Clothing and Textiles
Semester 2

COMPETENCY GOAL 21: The learner will perform simple construction procedures.

Objectives	Measures
21.1 Demonstrate simple construction procedures.	Refer to the VEC-HEE-C/TIB-7015.*
21.2 Using a sewing machine construct a simple project.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Clothing and Textiles
Semester 2

COMPETENCY GOAL 22: The learner will describe career opportunities in clothing and textiles.

Objectives	Measures
22.1 Identify a variety of careers in the area of clothing and textiles and the requirements.	Refer to the VEC-HEE-C/TIB-7015.*
22.2 List the pros and cons of self-employment opportunities in the clothing and textiles field.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10 Skills/Subject Area: Teen Living/Housing
Semester 2

COMPETENCY GOAL 23: The learner will examine ways of attaining satisfying housing and living environment.

Objectives	Measures
23.1 Describe the differences and several positive aspects of the terms house, dwelling, and home.	Refer to the VEC-HEE-C/TIB-7015.*
23.2 List ways housing and living environment may reflect and/or affect one's self-image.	
23.3 Give examples of the effect of the amount and arrangement of living space on family relationships.	
23.4 Explain how a family sense of "we" instead of "me" in the use of housing can improve relationships.	
23.5 Differentiate between aspects of the living environment over which teenagers can exercise some control and those over which they have little or no control.	
23.6 Apply coping skills to arrive at solutions in situations concerning problems in the living environment.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-10 Skills/Subject Area: Teen Living/Housing
Semester 2

COMPETENCY GOAL 23: The learner will examine ways of attaining satisfying housing and living environment.

Objectives	Measures
23.7 Identify areas of housing responsibility that the teenager can assume or has assumed on a regular basis.	Refer to the VEC-HEE-C/TIB-7015.*
23.8 Describe a home improvement for which a person has or will assume responsibility.	
23.9 Identify areas of responsibility for safety in the home.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Housing
Semester 2

COMPETENCY GOAL 24: The learner will describe factors and exhibit ways in which external factors have an influence on family housing.

Objectives	Measures
24.1 Describe possible effects of external factors on local housing decisions.	Refer to the VEC-HEE-C/TIB-7015.*
24.2 Identify types and amounts of energy used in the home and describe the importance of energy conservation in the home.	
24.3 Make an energy conservation plan for use within a person's home after having determined energy saving techniques appropriate for the home.	
24.4 Explain the value of extending the use of household equipment and furnishings.	
24.5 Identify and assume leadership roles in community improvement projects that alleviate housing problems.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

Grade Level: 9-10

Skills/Subject Area: Teen Living/Housing
Semester 2

COMPETENCY GOAL 25: The learner will describe use and predict effects of technology in the home.

Objectives	Measures
25.1 Describe various uses of computers in the home and predict effects on the family.	Refer to the VEC-HEE-C/TIB-7015.*
25.2 Tell how computer capabilities can meet individual or family needs.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Housing
Semester 2

COMPETENCY GOAL 26: The learner will describe career opportunities in housing.

Objectives	Measures
26.1 Identify career opportunities in the area of housing and describe requirements for obtaining a position in the field.	Refer to the VEC-HEE-C/TIB-7015.*
26.2 List the pros and cons of self-employment opportunities in the housing field.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 27: The learner will tell reasons why responsible management resources is necessary.

Objectives	Measures
27.1 Explain the personal responsibility involved in setting goals and reaching goals.	Refer to the VEC-HEE-C/TIB-7015.*
27.2 Identify resources which are scarce and suggest substitutes.	
27.3 Suggest possible changes to be made in situations in which poor management practices affect self-image.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 28: The learner will examine personal and families resource management.

Objectives	Measures
28.1 Identify the ways decisions are made.	Refer to the VEC-HEE-C/TIB-7015.*
28.2 Use the five-step decision process in making a decision.	
28.3 Explain the probable consequences of the specific decisions and responsibilities assumed in making decisions.	
28.4 Identify ways human resources are used to enhance the quality of family life.	
28.5 List ways teenagers can show respect for their possessions as well as those of others.	
28.6 Analyze the use of time and identify improvements that can be made in use of time.	
28.7 Analyze spending and recommend changes.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 28: The learner will examine personal and families resource management.

Objectives	Measures
28.8 Identify activities and procedures that use the least amount of human and non-human energy daily from individuals and family.	Refer to the VEC-HEE-C/TIB-7015.*
28.9 Analyze resources used from a recycling project.	
28.10 Describe the value of skills and abilities as a resource.	
28.11 Describe how world influences affect personal and family management of resources.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 29: The learner will describe and show how efficient planning and productivity can contribute to improved personal and family management.

Objectives	Measures
29.1 Identify the types of plans needed for different situations and standards and sequencing used in the plans.	Refer to the VEC-HEE-C/TIB-7015.*
29.2 Describe the value of standing plans in relation to saving time and effort.	
29.3 Develop a plan to fall back on from a situation in which plans may not work.	
29.4 Demonstrate leadership skills in helping plan a project or activity in a home, class, or community situation.	
29.5 Identify ways to control and adjust a plan when it is put into action.	
28.6 Identify ways to increase production without increasing physical strain.	
29.7 Demonstrate ways to move and lift objects that prevent strain and fatigue.	

*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 29: The learner will describe and show how efficient planning and productivity can contribute to improved personal and family management.

	Objectives	Measures
29.8	Choose supplies and equipment that make work easier.	Refer to the VEC-HEE-C/TIB-7015.*
29.9	Analyze activities to show efficient planning and productivity.	
29.10	Describe how work can be shared to increase productivity and improve relationships.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

VOCATIONAL EDUCATION
HOME ECONOMICS EDUCATION

Grade Level: 9-10

Skills/Subject Area: Teen Living/Management
Semester 2

COMPETENCY GOAL 30: The learner will describe career opportunities in the management area.

Objectives	Measures
30.1 List career opportunities in the area of management and describe qualifications.	Refer to the VEC-HEE-C/TIB-7015.*
30.2 List the pros and cons of self-employment opportunities in management.	
30.3 Identify the use of management practices in a variety of careers.	

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*Refer to the Teen Living Competency/Test-Item Bank. (VEC-HEE-C/TIB-7015). Home Economics Education, Division of Vocational Education, North Carolina Department of Public Instruction.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  - (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  - (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  - (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  - (4) "Competency goals" means the ends toward which student learning is directed.
  - (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  - (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  - (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  - (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  - (4) healthful living, including personal and community health, physical education, recreation, and safety;
  - (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  - (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:
  - (A) four course units in English;
  - (B) two course units in mathematics;
  - (C) two course units in social studies; one unit in government and economics, and one unit in United States history;
  - (D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
  - (E) one course unit in physical education and health;
  - (F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)

20 Total Course Units

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

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*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

APPENDIX H

ORGANIZATIONAL CHART FOR INSTRUCTIONAL SERVICES

(To be amended during the 1989 school year.)

APPENDIX I

Suggestions for Additions to or Revisions of the North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: ______________________
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ________

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: ______
Objective	/ /	Number: ______
Measure	/ /	Number: ______

5. Suggestion: ______________________________

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6. Name of person submitting suggestion: ______________
Place of employment: ______________
Employed by: ______________
Address: ______________

Please return this form to: Assistant State Superintendent for Instructional Services
116 W. Edenton Street
Raleigh, North Carolina 27603-1712